

Hightower, P.R.

BIBLICAL INFORMATION IN RELATION TO
CHARACTER AND CONDUCT.

Religious Education

EXHIBIT

Pacific School of Religion

LC
405
H5
1929
v.3 no.2
GTU
Storage



UNIVERSITY OF IOWA STUDIES

STUDIES IN CHARACTER

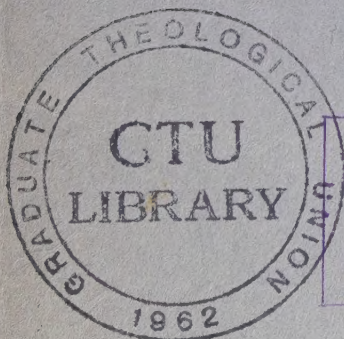
VOLUME III

NUMBER 2

BIBLICAL INFORMATION IN RELATION TO CHARACTER AND CONDUCT

by

PLEASANT ROSCOE HIGHTOWER, Ph.D.



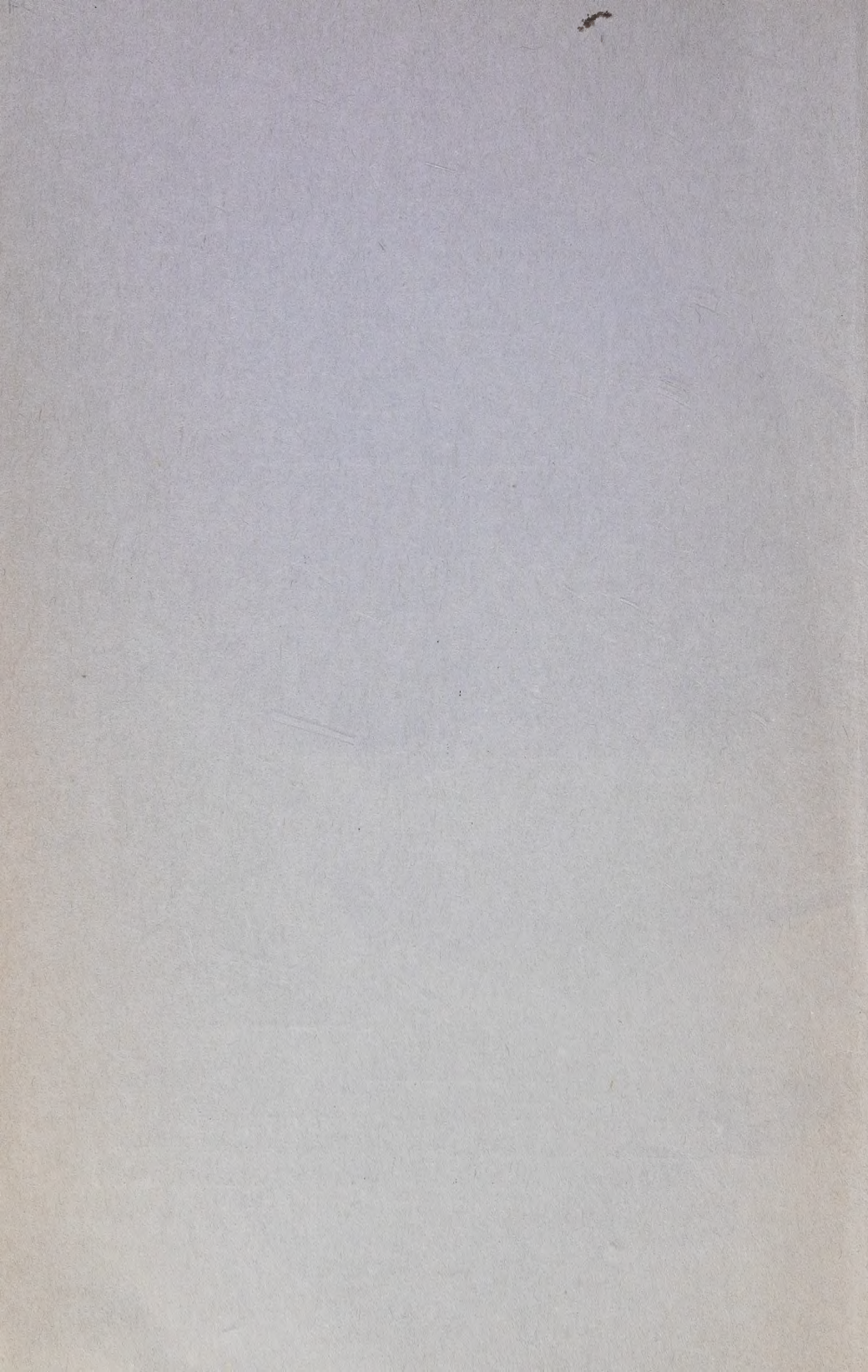
Religious Education

EXHIBIT

Pacific School of Religion

PUBLISHED BY THE UNIVERSITY, IOWA CITY, IOWA

Issued semi-monthly throughout the year. Entered at the post office at Iowa City, Iowa,
as second class matter under the Act of October 3, 1917



UNIVERSITY OF IOWA STUDIES IN CHARACTER

EDWIN D. STARBUCK, Editor

FROM THE INSTITUTE OF CHARACTER RESEARCH

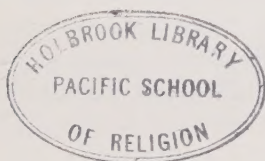
VOLUME III

NUMBER 2

BIBLICAL INFORMATION IN RELATION TO CHARACTER AND CONDUCT

by

PLEASANT ROSCOE HIGHTOWER, Ph.D.



Religious Education

EXHIBIT

Pacific School of Religion

PUBLISHED BY THE UNIVERSITY, IOWA CITY, IOWA

33971

PV 53.5

Ic 9

v. 3, no. 2

ACKNOWLEDGMENTS

The author wishes to acknowledge his indebtedness to all who have helped to make this study possible. Especially is he indebted to Dr. Edwin D. Starbuck for the suggestion of the problem, the guidance, and kindly and constructive criticism throughout the study. His interest and cheerful spirit have been a constant source of encouragement.

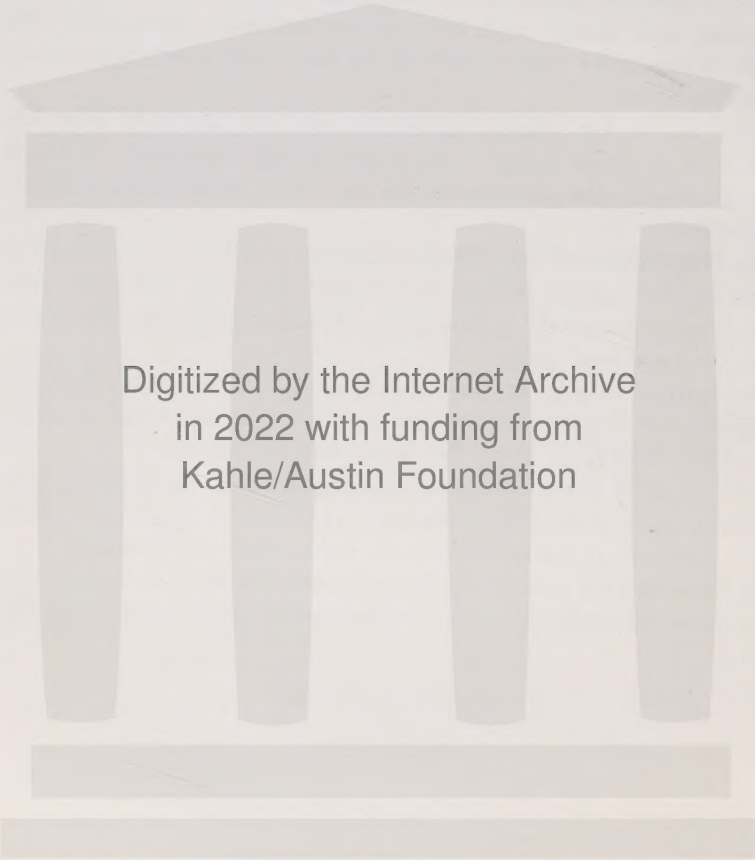
Much is due Dr. Hugh Hartshorne and Dr. Mark A. May for permission to draw freely upon their testing materials. Without their generosity the problem would have been much more difficult of solution.

The coöperation of the superintendents, principals, teachers, and pupils of the various schools and systems in which the tests were administered is greatly appreciated. Without such help the study could not have been made.

The author is also under obligations to Dr. Everett Franklin Lindquist for suggestions on the statistical phase of the question and to Dr. Austin C. Repp for many helpful points.

The constant encouragement, abiding interest, enthusiasm, and unfailing assistance of the author's wife, Ethel H. Hightower, have meant much to the prosecution and completion of the study.

To these and all others who in any way participated in and contributed to the study the author wishes to express his sincere appreciation.



Digitized by the Internet Archive
in 2022 with funding from
Kahle/Austin Foundation

TABLE OF CONTENTS

Chapter		Page
	ACKNOWLEDGMENTS	3
I	THE PROBLEM	7
II	TESTS OF BIBLICAL INFORMATION	11
	Description of the Tests	11
III	TECHNIQUES USED TO MEASURE CONDUCT	13
	Methods of Measuring Cheating	13
	Methods of Measuring Lying	15
	Methods of Measuring Class Loyalty and Altruism	16
	The Sims Score Card	18
	Teachers' Record of Character Traits	19
IV	ADMINISTRATION OF THE TESTS	20
	Types of Groups Selected	20
	Descriptions of Populations in which Testing Was Done	20
	Administration of Information-Attitudes Tests	23
	Administration of the Multi-Purpose Tests	23
	Administration of the Tests for Measuring Lying	25
	Administration of Tests for Measuring Class Loyalty and Altruism	26
V	THE PRESENTATION OF THE DATA	27
	Correlation of Biblical Information with Cheating at Home and at School	27
	Partial Correlation of Biblical Information and School Cheating with I. Q. Held Constant	27
	Correlation of Biblical Information with Lying to Escape Disapproval	27
	Correlation of Biblical Information with Lying to Win Approval	29
	Correlation of Biblical Information with Class Loyalty	29
	Correlation of Biblical Information with Altruism or Unselfishness	29
	Correlation of Biblical Information with Teachers' Ratings of Character Traits	30
	Means and Standard Deviations on Biblical Information Tests by Public School and Delinquent Boys' School Groups, and the Significance of the Obtained Difference Between the Means for the Two Groups	31
	Means and Standard Deviations on Biblical Information Tests by Public School and Delinquent Boys' School Groups, and the Significance of the Obtained Difference Between the means for the Two Groups	31
	Means and Standard Deviations of Scores on Biblical Information Tests by Public School and Delinquent School Groups, and the Significance of the obtained Difference Between the Means for the Two Groups	32
	Means and Standard Deviations of Scores on School Cheating Tests by Public School and Delinquent School Groups, and the Significance of the Obtained Difference Between the Means for the Two Groups	32

Chapter	Page
VI SUMMARY AND CONCLUSION	33
BIBLIOGRAPHY	35
APPENDICES	
Appendix A, Information Attitudes Tests	36
Appendix B, Multi-Purpose Test	49
Appendix C, Home Work Sheet	59
Appendix D, Cei Pupil Data Sheet	61
Appendix E, Cei Attitudes Sa Test	62
Appendix F, Maller Speed and Free Choice Tests	64
Appendix G, Money Vote and Picture Envelope Tests	66
Appendix H, Sims Score Card for Socio-Economic Status	67
Appendix I, Teachers' Record of Character Traits	70

LIST OF TABLES

Table Number	Page
1 Approximate Number of Pupils in Each School or System Taking the Various Tests	22
2 Approximate Number of Tests Administered by Grades	22
3 Correlation of Biblical Information with Cheating at Home and at School	27
4 Partial Correlation with Biblical Information and School Cheating with I. Q. Held Constant	28
5 Correlation of Biblical Information with Lying to Escape Disapproval	28
6 Correlation of Biblical Information with Lying to Win Approval	29
7 Correlation of Biblical Information with Class Loyalty	29
8 Correlation of Biblical Information with Altruism or Unselfishness	29
9 Correlation of Biblical Information with Teachers' Ratings of Character Traits	30
10 Means and Standard Deviations on Biblical Information Tests by Public School and Delinquent Boys' School Groups, and the Significance of the Obtained Difference Between the Means for the Two Groups	31
11 Means and Standard Deviations on Biblical Information Tests by Public School and Delinquent Boys' School Groups, and the Significance of the Obtained Difference Between the Means for the Two Groups	31
12 Means and Standard Deviations of Scores on Biblical Information Tests by Public School and Delinquent School Groups, and the Significance of the Obtained Difference Between the Means for the Two Groups	32
13 Means and Standard Deviations of Scores on School Cheating Tests by Public School and Delinquent School Groups, and the Significance of the Obtained Difference Between the Means for the Two Groups	32

CHAPTER I

THE PROBLEM

Pertinent to all curriculum construction is a knowledge of the relationship between the subject matter of the curriculum and the results obtained from it. In the early history of this country the Bible was one of the textbooks in the schools. Instruction at first began with the hornbook and the New England Primer from which the children learned their letters and began to read. Having learned to read, they next passed to the catechism, the Psalter, the Testament, and the Bible which constituted the main advanced reading books until 1750. The Bible had an important place in the Latin Grammar school and college as well as in the elementary school.¹ It has also had an important place in the schools of other countries such as England, France, Germany, and Sweden.²

An examination of the report³ on the legal status and current practice relative to the Bible in the public schools of the various states shows that six require daily reading of a portion of the Bible, six others specifically permit it by law, nineteen and the District of Columbia consider it permissible because of the law's silence on the matter. In five others where the law contains no specific provisions, the courts have ruled in favor of Bible reading. In two others there is some doubt, however; in one the Supreme Court has decided that the reading of Bible stories emphasizing "moral precepts" is not unconstitutional if the reader makes no comments and permits pupils to absent themselves from that part of the session in case they desire to do so. At the time the report was made the other state had a case involving Bible reading in the public schools pending in the Supreme Court. In the ten remaining states three have supreme court decisions adverse to reading of the Bible in the public schools, and in the other seven an opinion of the State Superintendent of

¹ Cubberly, Ellwood P., *Public Education in the United States*, Cambridge, Houghton, Mifflin Co., 1920, p. 30.

² Cubberly, Ellwood P., *The History of Education*, Cambridge, Houghton, Mifflin Co., 1920, Chapters 4, 5.

³ Hood, William R., *The Bible in the Public Schools, Legal Status and Current Practice*, Department of the Interior, Bureau of Education, Washington, Government Printing Press, Bulletin No. 15, 1923.

Public Instruction, Attorney General, or some other authority has barred it.

It will be observed that the specifications of the law are that the Bible be read or that it may be read. In several of the states the law definitely specifies that the reading is to be without comment. In Massachusetts, for example, the law reads, "A portion of the Bible shall be read daily in the public schools, without written note or oral comment".

There are those who claim that a mere knowledge of the Bible is sufficient to develop character in boys and girls. Quotations which illustrate this view follow:

"Little objection can be brought against the Bible as a text book, against its teachings presented without comment or explanation. Perhaps the best way to avoid objections to the use of the Bible in public schools is to require the pupils to commit certain portions of the divine text to memory day by day. Under this plan the teacher need not be a theologian or trained church worker. Under such a plan his denominational affiliation will be of no significance. Let the teacher encourage, guide, and grade the pupil in his ability to quote correctly the scriptures assigned. The great thing for the pupil is that he acquire a knowledge of the text itself. As he grows in maturity he can make application of scriptural principles to his own life just as he learns to make practical application of other things learned during school days." (1)

"Your article on 'Religious Training a Serious Problem in Modern Education' has been received, read and re-read with much interest. It contains many stubborn facts, splendid ideas and fine suggestions. I heartily endorse and cheerfully commend it. It can hardly be told the amount of good which would follow if this suggested plan of teaching the Bible be carried out. The urgent need of a more effective program of moral training than now exists would be supplied. America would remain American. Our institutions would be made safe and our Republic would still stand on religious rather than political principles. Finally we believe that the teaching of the Bible in the public schools, as suggested, would ultimately prove a great factor in unifying God's people, for which the Great Master himself prayed, and for which great numbers of Christians are today praying and pleading. What a force such a unit would be in combating vice and wickedness!"⁴

⁴ A letter of Dr. W. Boyd, Donelson, Tennessee, quoted in A. M. Burton,

"I have read carefully your article on reading the Bible in the public schools. . . . Knowledge of the Bible is the only thing on earth that makes men and women better and that makes them useful and happy. Daily reading of the Scriptures in the public schools and especially memorization of them is the sure way to grow strong spiritually. I shall be glad to render any assistance I can."⁵

"It has been my good pleasure to have the privilege of reading the literature you have been sending out concerning the teaching of the Bible in our public schools. I think you are hitting the key-note and I wish to take the liberty to endorse your good movement. I have been in the school work for more than twenty years and I have always had some kind of Bible work in my schools. We claim to be a Christian nation and our Constitution was founded upon the great truths and principles of the Bible and for this reason we are one of the greatest nations on earth; then, why should we turn a deaf ear to the Bible and lose all our forefathers gained for us? It is high time that we as American citizens are looking out to the training of the youth for the future citizens. Such as is his training so will his citizenship be."⁶

"I have your suggestion as to the plan of reading the Bible in public schools. I think that it is very fine. The idea of selecting those parts of the Bible which have moral instructions should be of great benefit to the public school students, especially when read without comment. The Bible is a great teacher."⁷

In addition to the indorsements of the plan presented above the author of the plan quotes two very prominent educators and one prominent manufacturer to substantiate his view further.

" 'Separation of church and state does not mean that the Bible, or any part of it, may not be read in the schools, and I have no sympathy with the decisions of the courts that have ruled it out. I want my children taught religion in the schools. I want that, but I do not want any ecclesiastical teaching.' "⁸

"The only thing I see wrong with the Bible is that it isn't read

Religious Training a Serious Problem in Modern Education, in the part labeled indorsements, p. 18.

⁵ A letter from C. N. Haynes, County Judge, Murfreesboro, Tennessee, *op. cit.*, p. 27.

⁶ A letter of W. A. Hixson, County Superintendent of Schools, Sequatchie County, Dunlap, Tennessee, *op. cit.*, p. 32.

⁷ A letter of Willis C. Furr, Associate Pastor, Central Baptist Church, Memphis, Tennessee, *op. cit.*, p. 32.

⁸ World's Moral Problems, p. 313, Hon. P. P. Claxton, *op. cit.*, p. 49.

any more, especially in the schools. It ought to be put back into the schools where it was.”⁹

“Let the Bible be read in all the schools, and let songs of praise be sung—Let it be remembered that character must grow with intelligence.”¹⁰

Of the various studies that have been made of Biblical information and of conduct none has ever touched upon the relationship between the two. This study reports an attempt to determine that relationship by means of objective methods.

⁹ An interview in *Good Housekeeping*, Henry Ford, March, 1924, *op. cit.*, p. 49.

¹⁰ *American Education*, Draper, A. S., p. 340, *op. cit.*, p. 49.

CHAPTER II

TESTS OF BIBLICAL INFORMATION

In order to measure Biblical knowledge a series of tests was devised of the usual dual and multiple choice types. Questions were presented in which the pupils were asked to underscore or check in each instance the correct answer out of two, three, or four choices, after this manner:

He betrayed his Christ for thirty pieces of silver.			
John	<u>Judas</u>	Nathaniel	Barnabas

The tests are printed along with other tests in the form of a twelve page folder under the title, Information-Attitudes Tests (See Appendix A).

During the school year 1927-1928 the tests were devised, and some preliminary testing was done. In all, 485 pupils were tested, including pupils in schools for delinquent boys and girls. The results of this preliminary testing were used to determine the reliability of the tests. The reliability of the tests of Biblical information was determined by considering the tests as a unit and dividing it into two parts, one consisting of the odd numbered items and the other the even numbered items. For 100 cases the r obtained was .850. By Brown's formula the reliability of the whole part is .919.

The validity of the tests was determined by three approved methods. First by an analysis of Sunday school literature and Bible readings for public schools; second, by pooled judgments of competent persons, and third, by item-by-item analysis which shows that no item was missed by all pupils and none was passed by all. Out of about four thousand people tested, only two made perfect scores.

The first two pages of the folder are for the purpose of gathering data about the pupils' parents and home background. The results are not used in this study, however, as many of the items are covered in the Sims Score Card for Socio-Economic Status. (See Appendix H)

Immediately following the information blank the tests begin. At the top of the page is a set of general directions for the entire series

of tests. The series is introduced by a test on American and English literature, the main purpose of which in this study is to orientate the pupils and get them into the spirit of the project. Often there are pupils who do not react wholesomely to things Biblical at the initial point, but who do react quite well after responding to other types of stimuli. Although the test was used merely for purposes of orientation, some very interesting and valuable results were obtained which will be reported as a separate study under the title, "The Relationship Between Literary Information and Conduct."

Similar to the other tests of the series, this one is introduced by its own set of very carefully worded directions, which read as follows: "Read each statement made below and underline the part that makes the statement true. Be sure to underline *only one* part of each statement." Following the directions is a sample to make clear just what is wanted and the method of doing it.

Next after the test on literature are the tests of Biblical information. There are five in all, containing from fifteen to forty items each. The first one is a test of the knowledge of important characters found in the Bible. The second is a location test which tests the pupils' knowledge of the geography of the Bible. The third is a test on the sequence of time. The items are arranged in pairs and the pupils are required to check the one which came first in order of time. The fourth of the series is quite different from the others. It consists of forty items or passages arranged in four groups of ten passages each. Five of the items in each group are from the Bible, and five are not. The pupils are asked to check the five in each group which are from the Bible. The other passages are taken from standard works of literature and in many instances they are so Biblical in nature that it requires real knowledge to distinguish them. The next and last of the tests of Biblical information is a test of general information. It is composed of fifteen incomplete statements which are to be completed by underlining words which make them true. The test items refer to persons, events, authors, books, etc., which are to be found throughout the Bible from Genesis to Revelation.

The last test of the folder is a test of pupil attitudes. The results of this test are not used in this study.

CHAPTER III

TECHNIQUES USED TO MEASURE CONDUCT

In a study such as this it is highly essential that as many tests as possible, which serve as checks on each other, be given. It would be practically impossible to get a solution for our problem through the Information-Attitudes tests alone, unless one knew the conduct of the people concerned. That, of course, he generally does not know, so he must turn to some objective means of determining their conduct in specific situations and under different circumstances.

The tests discussed in this chapter were chosen from carefully validated materials. (2) They deal with different phases of conduct such as cheating, lying, loyalty, and service, and are presented in that order.

METHODS OF MEASURING CHEATING

The tests used for this purpose are arranged in the form of a folder and are known as the Multi-Purpose Tests. They present eight different opportunities for cheating as exhibited in classroom situations and in work done at home. The tests are discussed in the order of their arrangement in the folder, and all may be found in Appendix B.

1. *The Word Knowledge Test.* This is arranged as a multiple choice test, having forty items and five response words for each item. When the correct response is located, it is entered by its number in the parenthesis at the right margin. This test is matched with a similar one of equal difficulty known as the home work sheet. (See Appendix C) In each case the test is supposed to be completed in ten minutes. The first one is given under controlled conditions, while the latter is done at home under uncontrolled conditions. The home sheet is supposed to be done without help from any source. Cheating consists of getting the forbidden help. There must be a difference of nine correct responses in favor of the home work before a cheat score is entered.

2. *Information Test.* This test consists of twenty-eight items arranged as a completion test. In each case there are four response words. As soon as the correct one is found, its number is placed

in the parenthesis at the right. The method of detecting cheating is a rather clever device constructed by Mr. Hollis D. Kemper, a graduate student in the Institute of Character Research at the University of Iowa. The right margin of the page, which bears the correct answers, is folded under and clipped so the answers cannot be seen. the paper is treated chemically in such a way that the writing registers on the flap beneath. Upon completion of the test, the pupils are told to unfold the flap and check their papers by means of the correct answers on the flap. Cheating consists of changing previous answers and adding new ones.

3. *Coördination Test, Squares Puzzle.* This test comes under the improbable achievement technique. It consists of a nest of six concentric squares which form five lanes running around each enclosed square. At the bottom of each lane and immediately under the enclosed square are a cross and an arrow. The cross indicates the point at which the test is started, and the arrow indicates the direction to be followed. The pupils are instructed to place their pencils on the cross, and when the signal is given to shut their eyes and move the pencil in the direction of the arrow around the center and back to the cross, without touching the sides of the lane. The time for doing the task increases with the magnitude of the squares. Cheating consists in peeping to increase the score. Fourteen or more corners turned correctly are called a cheat.

4. *Coördination Test, Mazes Puzzle.* This comes under the same technique as the squares test. It is made up of fifteen mazes arranged in the order of increasing difficulty. A maze is merely a lane enclosed by parallel lines which may have any number of corners. The largest number of corners in any one maze in this test is thirteen. The method of procedure for this test is much the same as that for the squares. Cheating in this as in the preceding test consists in peeping. Thirty-two or more corners must be turned correctly before a cheat score is recorded.

5. *Information Test.* In general the description given for test two applies here. The tests are very similar, the essential difference being in the materials used. The same general instructions and procedure are followed. Cheating as before, consists of changing responses and adding new ones, any difference being a cheat. There are twenty-five items.

6. *Speed Test, Placing Dots in Squares.* This is one of a series

of three speed tests used in the study. It consists of a series of small adjacent squares. The idea is to place as many dots in the squares as possible in thirty seconds, placing only one dot to the square. There are three trials. The first two trials are given under honesty conditions and are for the purpose of practice. The third trial is the real test. After the third trial or real test is given, the pupils are instructed to count the number of dots placed in the squares and enter their scores. Plenty of time is given for the dishonest persons to add more dots and thus increase their scores. A cheat score is given for a difference of more than twenty-three dots between the second and third trials, the difference being in favor of the third trial.

7. *Speed Test, Cancellation of A's.* This is a test of underlining as many A's as possible in forty seconds. In each trial there are seven series of alphabetical symbols running across the page with several A's interspersed in each series. The method of procedure is practically the same as the one described for test six. Cheating in this test is a difference of ten or more in favor of the third trial.

8. *Speed Test, Cancellation of 4's.* This test is composed of ten vertical columns of digits, each column consisting of seven series. Several 4's are interspersed throughout the series of each column. The test is to underline as many 4's as possible in forty seconds. The same procedure is followed here as in the two preceding tests. A cheat score is given for a difference of twelve or more between the second and third trials when the difference is in favor of the third trial.

The speed tests have certain advantages; they are quick to administer, there is so much material that no one can possibly cover it in the time allowed, and the materials do not resemble ordinary school examinations.

METHODS OF MEASURING LYING

Methods were used for measuring two types of lying, lying to escape disapproval and lying to win approval.

1. *Lying to Escape Disapproval.* This method consists of a few questions dealing generally and specifically with cheating. The questions are taken from the Cei Pupil Data Sheet used by Hartshorne and May (2). Questions one, two, three, four, thirteen, and fourteen are general, but five, six, seven, nine, and eleven are highly

specific. Questions eight, ten, and twelve serve as checks on answers to other questions. The questions refer to the multi-purpose tests. Lying is easily detected by this means. The scoring is done in two ways, first the admission of those who cheated on the tests is recorded and a truthfulness index given, and second, the lie index is given those who cheat and deny it.

The questions used in the scoring are one, two, five, six, seven, nine, thirteen, and fourteen. For scoring purposes questions one and two are treated as one. Likewise, questions five, six, and seven, which refer to the home work, are treated as one.

Question thirteen asks for a motive for cheating. If a motive is given, it constitutes an admission and a truthfulness index is recorded. On the other hand, if the individual says he did not do it, when the facts show that he did, a denial is registered which adds to the lie index. Question nine merely asks if the keys were used improperly or not. Question fourteen gives an opportunity for stating whether the previous questions have been answered truthfully.

At once, it is clear that one can tell three general truths and make an admission relative to either home cheating or school cheating, or he may tell three general lies and make two specific denials, one for home cheating and one for school cheating. By treating the home and school data separately a maximum lie index of plus four and a maximum truthfulness index of minus four are obtained on each.

Only those who cheated on the tests are included in the treatment of the data as those who did not cheat had nothing to lie about.

2. *Lying to Win Approval.* This method is similar to the first in that the questions are rather personal. They are concerned principally with acts of conduct, which in general are given social approval, but which at the same time are rarely done. The test is in two forms and each form contains thirty-six items. The key for scoring is in the test. (See Appendix E). One point credit is given each response that corresponds with the key. A lie is recorded for a score of twenty-four or more on form one, and for a score of twenty-eight or more on form two. The method used in constructing the test is given in "Studies in Deceit". (2)

TESTS FOR MEASURING CLASS LOYALTY AND ALTRUISM

The tests discussed up to this point are more or less measures of negative phases of conduct. It would not be entirely satisfactory

for our purpose to test merely the negative side of conduct. We shall have a much better and clearer picture of the problem by having a view of the positive side as well as of the negative side. Four tests were selected for this purpose. They will be discussed rather fully by Hartshorne and May in a volume under the title "Studies in Service and Control" which is to come from the press in the near future.

1. *Maller Speed Test.* This is a test for measuring class loyalty. It consists of fourteen sheets of simple addition problems. The sheets are combined with another test using the same problems. (See Appendix F). The two make a pad of twenty sheets. Each sheet contains the same number of problems. There are two sets of problems, one set on one side of the sheet and the other set on the other side. The sheets differ only in the fine key numbers in the lower left corner. The first key number identifies the pupil while the second identifies the order in which each set is done. The procedure is to put on an individual and class contest for a nominal group and individual cash prize. First, the pupils work for themselves, signing their names and tearing off the sheet and placing it in one pile. Next, they work for the group without signing their names. This time they tear off the sheet and place it in another pile. This process is continued for the fourteen sheets. In all cases the pupils start together and work exactly the same length of time on each sheet. The test is scored for amount irrespective of the correctness of problems done. The score is the number of problems for class minus the number for self. Class loyalty or selfishness is the difference between the amounts on the seven signed sheets and the seven unsigned sheets. Fatigue, practice, etc. are well controlled throughout.

2. *Maller Free Choice.* This test was devised by the same author as the preceding one. As stated in the discussion of that test the free choice test includes the last six sheets of the arithmetic pad. The test is called a free choice test, because the children are given the opportunity of choosing to work for the class or for themselves. They are perfectly free to make any division of the six sheets they care to make. The problems are worked under the same conditions as the first fourteen sheets with the exception of the element of free choice. The score is the number of choices for class minus the number for self. These two tests do not correlate with intelligence and home background and thus make an excellent pair for our study.

3. *Money Vote Test.* This is a test of altruism which follows an interclass contest, where a cash prize is involved, such as the one presented in test one of this series. The children of each class vote on five alternatives as to how to spend the money in case they should win. They mark the items in order of their preference, beginning with their first choice. The situations presented in the items are selected on the basis of degrees of altruism, the degrees representing the two extremes. The score is based upon the degree of altruism shown, the highest being five and the lowest score one. The first item in the test receives a score of two points, the second receives a score of four points, the third receives a score of three points, the fourth receives a score of one point, and the fifth receives a score of five points. The score made on the test depends upon the item selected as first choice.

4. *Picture Envelope Test.* This, as well as the money votes test, is very specific in its nature and does not correlate with class loyalty. Both tests are measures of unselfishness and altruism. This one consists simply in asking children to bring interesting pictures to be given to some nearby orphans' home or some similar group. In our study the group chosen was a group in a children's hospital. The score is determined by whether the children coöperate or not and by the number of pictures brought. They are told that just any pictures, that they think would be interesting to the group to which they are to be given, are sufficient. One point is given for each picture.

THE SIMS SCORE CARD

The Sims Score Card is a standardized questionnaire, the main purpose of which is to secure facts relative to home background. This is done by asking questions of the children. The card is made up of twenty-three questions pertaining to conveniences in the home, education of the parents, magazines and books in the home, occupational status of the father, etc. The card is the first of its kind to be published and answers a decided need in educational circles. A detailed description is given by the author in his discussion of the card.¹

The reliability of the instrument is .94 as measured by the cor-

¹ Sims, Verner Martin, *The Measurement of Socio-Economic Status* Bloomington, Illinois, Public School Publishing Company, 1928.

relation of one-half of the items with the other half. The card is given in full in Appendix H.

TEACHERS' RECORD OF CHARACTER TRAITS

This is a simple device consisting of twelve positive and twelve negative traits upon which the teachers rate their pupils. A copy of the form and the directions for using it are in Appendix I.

CHAPTER IV

THE ADMINISTRATION OF THE TESTS

One important problem that presented itself in this study was that of determining the best method of procedure. Three procedures were available. First several groups could have been chosen and a few tests applied; second, several groups could have been chosen and many tests applied to a few of them and a small number to the others; third, a few groups could have been chosen and tested intensively. The second procedure was followed.

The groups selected for the study are mostly public school classes, but a few groups in schools for delinquent boys and girls are included. The grades studied include the seventh to the twelfth.

The groups are representative of the following requirements:

1. Various intelligence levels
2. Various social, economic, and cultural levels
3. Various types of communities
4. Various levels of character
5. Various occupational levels
6. Both sexes

There was no definite plan to include different religions, nationalities, and races but naturally in populations as cosmopolitan as ours those classes are fairly well represented. The guiding principle in the selection of groups was that of securing those which would adequately represent various conduct levels.

DESCRIPTION OF POPULATIONS IN WHICH TESTING WAS DONE

Letters A to J refer to public schools, and K and L refer to schools for delinquent boys and girls. Schools A to G are all in a Midwestern city of approximately four hundred thousand inhabitants. The population is quite cosmopolitan. Various types of communities, occupations, factories, and business establishments are represented here. Tests were given in three elementary schools and in four high schools in this city. The elementary schools were selected as representatives of the very poor, average, and wealthy classes of the city.

A. This is an elementary school of eight grades located in one of the poorest districts and is an example of those which rate low from

the standpoint of wealth or socio-economic status. The entire seventh and eighth grades were tested.

B. This school is located in a different part of the city and represents the average class socially and economically. Only the eighth grade was tested here.

C. This school is located in another part of the city and represents the wealthiest of the city's population. Both the seventh and eighth grades were tested.

D. A comparatively small high school located in a suburb of the city.

E. A high school with an enrollment of about nineteen hundred pupils. It is located near the center of the city. The population of this school is rather cosmopolitan so far as nationality and religion are concerned.

F. A new high school with about one thousand pupils enrolled, located well to one side of the city in a railroad shop district. It is distinctly a community school.

G. This school is vastly different from schools D, E, and F. Usually it is thought of as a classical high school. It is located in the same community as School C and has a similar socio-economic rating. These three grade schools and four high schools give a good cross section of the city's population. Representative sections were chosen from the various grades in the schools beginning with grade seven.

H. This is a junior high school consisting of the seventh and eighth grades in a city of about thirty thousand population, in the same state as the ones discussed above. This school gives a cross section of the population as it is the only junior high school in the city. Representative sections were taken from both grades.

I. A city system in a small Midwestern city of about twenty thousand population, located in the heart of a rich agricultural district. The city is about the average from the standpoint of wealth. Testing was done in grades seven to twelve. A program of week day religious instruction with ninety-four to ninety-six per cent of the public school children in attendance has been operating for eight years.

J. A city system in a city of about fifty thousand population in the same state as I. It is very similar to I with the exception of the week day religious program which it does not have. Testing was done in grades seven to twelve.

K. A school for delinquent girls in a Midwestern state located outside a large city.

L. A school for delinquent boys in the same state as *K* and located at a small town.

In order to show the scope of the investigation and to make the study as clear as possible the number of pupils tested in each school or system and the number and kinds of tests used are presented in Tables 1 and 2.

Table 1
Approximate Number of Pupils in Each School or System
Taking the Various Tests

Test	A	B	C	D	E	F	G	H	I	J	K	L	Total
Information-													
Attitudes	116	121	185	228	141	116	128	233	1044	623	116	265	3316
Multi-Purpose	106	111	182	236	141	107	142	210	1008	673	129	267	3312
Home Work													
Sheet	105	102	162	109	110	94	83	71			49	259	1144
Lying													
Pupil Data													
Sheet	112	111	170					190					583
Sa Tests	113	81	158										352
Maller Speed													
and													
Free Choice	107	112	163					178					560
Money Vote	105	113	170					127					515
Picture													
Envelope	105	113	170					127					515
Sims													
Score Card	114	118	177	166	141	105	108	206			133	266	1534
Total	983	982	1537	739	533	422	461	1342	2052	1296	427	1057	11831

Table 2
Approximate Number of Tests Administered by Grades

Test	VII	VIII	IX	X	XI	XII	Total
Information-Attitudes	784	840	634	439	340	279	3316
Multi-Purpose	761	859	616	434	314	328	3312
Home Work Sheet	287	358	211	149	83	56	1144
Lying							
Pupil Data Sheet	250	333					583
Sa Tests	141	211					352
Maller Speed and Free Choice	221	339					560
Money Vote	187	328					515
Picture Envelope	187	328					515
Sims Score Card	420	487	254	186	119	68	1534
Total	3238	4083	1715	1208	866	731	11831

We shall now turn our attention to the details of the administration of the various techniques. We shall discuss them in the order in which they are presented in the second and third chapters.

INFORMATION-ATTITUDES TESTS

This series was administered in the order in which they are arranged in the folder. (See Appendix A). The directions at the heading of each test were carefully followed. The pupils were told that they would have all the time necessary to complete the tests, but they were asked to work reasonably fast. For the most part it took on an average about forty-five minutes to complete the series. In all instances the tests were done under test conditions by the group method. The writer was assisted in the administration of the tests by the principals and teachers of the schools and by graduate and undergraduate students who were taking a course in the psychology of character conducted by him. Since the tests are self administering the principal task was that of keeping the proper discipline.

THE MULTI-PURPOSE TESTS

The application of this series of tests was not so simple. More training and tact were required. It will be remembered from the description in the preceding chapter that these tests are cheating tests which measure conduct under various conditions or in different situations. One of the requirements of a testing program is that the situations should be as far as possible natural situations, but at the same time controlled situations. In all the public schools and in some instances in the schools for delinquents, the teachers were asked to leave the rooms during the application of these tests. The tests were administered in schools in two different states, by people who had preliminary training for the work.

In the state where the writer did his testing he was assisted by the members of the class referred to previously in this chapter and by a professor of education. Before the testing started, copies of the test were carefully gone through and explained and where necessary typed copies of detailed directions given each person testing. No effort was spared to make the instructions clear. The tests were administered in the order of their arrangement in the folder.

1. *The Word Knowledge Test.* The directions and example which are at the top of the test were read and carefully explained to the children. Any questions they wished to ask were permitted

before the test was started, but none were permitted afterwards. At the end of ten minutes, they were told to stop and turn immediately to the next test.

2. *Information Test.* The time for this test is eight minutes, six for doing the test and two for scoring. At the end of six minutes the examiner would say, "Stop, and correct your paper by means of the answers on the marginal flap, after you have removed the clip and unfolded the flap. Remember to put a "C" after each answer that is right and an "X" after each answer that is wrong. Count the C's and put the number at the right lower corner. When you have placed your score at the bottom, fold the flap to the left and put clip back on." The examiner then says, "Turn to the next test, page four".

3. *Squares Puzzle.* The directions, which are in Appendix B for this test were read and explained. The total time allowed was two minutes and was distributed as follows: ten seconds for the first square, twelve seconds for the second square, fifteen seconds for the third square, eighteen seconds for the fourth square, and twenty seconds for the fifth square.

4. *Mazes Puzzle.* This was administered in practically the same way as the Squares Test as the tests are in general very similar, belonging to the same technique. The total time here was two and one-half minutes and divided as follows: Five seconds for the first five mazes, ten seconds, with two seconds to look, for the next five mazes, fifteen seconds, with two seconds to look, for the eleventh and twelfth mazes, fifteen seconds, with three seconds to look, for the thirteenth maze, twenty seconds, with three seconds to look for the fourteenth maze, and twenty-five seconds with four seconds to look, for the fifteenth maze.

5. *Information Test.* The explanation given for test 2 applies here with the exception of the directions to refold the flap.

6. *Speed Tests.* The double testing idea was used in these tests. The tests were administered three times, and the last one in each case self scored. These tests, as with the squares and mazes, require accuracy in starting and stopping. The examiners were instructed to be very careful in watching their time and as a result things went through the period in a brisk and business-like way. In all the tests the first two trials were given, and the third or last trials

followed in the order of arrangement. The tests were given as follows:

(1) *The Dots Test.* The children were told that when the signal was given, to see how many dots they could place in the squares in thirty seconds, placing only one dot to the square. At the close of thirty seconds the examiners called, "Stop, pencils up. Get ready for the next trial. Ready, Go". Then at the end of a thirty second period the examiner again called, "Stop, pencils up. Get ready for the first trial of the next test".

(2) *Cancelling A's.* The same general procedure was followed in this test as in the dots test. The children were told that when the signal was given, to see how many A's they could underline in forty seconds. Their attention was called to the example. They were instructed to wait for the signal and then work as rapidly as possible. At the end of forty seconds they were immediately given the second trial. At the close of that period they were instructed to get ready for the cancellation of 4's.

(3) *Cancellation of 4's.* The same length of period and practically the same instructions were given in this test as in the cancellation of A's. At the close of the second trial of the cancellation of 4's all the pupils were given the following instructions, "The first two trials were for practice. Now, we will have the real speed test in making dots." At the end of thirty seconds, they were told to stop and count their dots and put down the score. Plenty of time was given for cheating at this point. Cheating is done by adding more dots during the time given to count. This procedure was followed for the third trial of the cancellation of A's and 4's. Likewise, the same method of cheating was followed here. Scoring methods for the three tests are fully described in Chapter III.

TESTS FOR MEASURING LYING

These tests are so simple and clear as to what is expected that they can be and should be listed with the self-administering materials. In some of the schools the materials were distributed by the teachers while in the others the student assistants and the writer distributed them. The instructions which are on the face of the tests were read with the pupils and any questions they cared to ask were answered. In this series questions were permitted throughout. In most instances these tests were given along with others just as ordinary tests.

TESTS FOR MEASURING CLASS LOYALTY AND ALTRUISM

1. *The Maller Speed and Free Choice Tests.* These tests require accuracy in administration. The time must be kept to the second. These were given by those who had preliminary training and who were very careful to follow directions. One minute was given to each sheet.

2. *The Money Votes Test.* This test was given at the same time as the tests discussed above. They were easily administered and only a few moments of time were necessary. A copy of the test is given in full in Appendix G.

3. *The Picture Envelopes Test.* The only thing necessary in this test was merely the directions which are as follows: "Please select pictures which you think will be interesting to children inChildren's Hospital. Place them in an envelope and sign your name on the envelope. Bring them to your teacher."

CHAPTER V

THE PRESENTATION OF THE DATA

Up to this point, we have been concerned with the statement of the problem and the various tests and methods of procedure. Now, we shall turn our attention to the statistical results, which are presented in tables of correlations, means, standard deviations and the significance of the difference between the means. Table 3 shows the relation between Biblical information and cheating¹ both at home and at school.

In addition to those for the public school and delinquent school groups two correlations, one for home cheating and one for school cheating, were computed for a random sampling of 300 cases chosen from all the schools and grades tested. It was thought that if any significant relationship existed, it would be revealed with that sampling as the influencing factors would tend to be eliminated.

Table 3

Correlation of Biblical Information With Cheating at Home and at School
Public School Groups

Grade	Home Cheating			School Cheating		
	n	r	P.E.	n	r	P.E.
7	100	.023	.067	143	— .189	.065
8	144	— .013	.055	119	.000	.062
9	100	.047	.067	150	.049	.055
10	100	— .188	.065	144	— .069	.055
11	100	— .147	.066	100	— .009	.067
12	75	— .090	.067	136	— .023	.058
<i>Delinquent School Groups</i>						
7	100	— .053	.067	150	— .166	.054
8	56	— .068	.089	100	.111	.067
9	66	— .159	.081	75	— .012	.078
10	26	— .099	.133	26	— .341	.117
<i>Unselected Group</i>						
7-12	300	— .041	.039	300	.111	.038

¹ As the school for delinquent girls has no organized tenth grade, all the results for this grade are based upon the data obtained from the school for delinquent boys. Likewise, since there was no available material on home cheating in the school for delinquent girls, all of the results of home cheating are based upon the data from the school for delinquent boys.

The correlations which appear in the third part of the table under the heading Unselected Group, show results similar to those for the other groups. The correlations are very low for all groups. Partial correlations between Biblical information and school cheating with I.Q. held constant were computed for grades seven, nine, and twelve. The results are given in Table 4.

Table 4
Partial Correlation of Biblical Information and School Cheating
with I.Q. Held Constant

Grade	n	Zero Order r	Partial r
7	143	— .189	— .035
9	150	.049	.036
12	136	— .023	— .009

With the exception of grade seven, the difference between the zero order correlations and the partial correlations is very small and in that case the zero order correlation is so small that the difference is of no consequence.

Table 5
Correlation of Biblical Information with Lying to Escape Disapproval
as Indicated by the Home and School Lie Indices

Grade	Home Lie Index			School Lie Index		
	n	r	P.E.	n	r	P.E.
7	35	— .029	.114	100	— .181	.065
8	63	.008	.083	144	— .012	.055

The data relative to lying presented in Table 5 were obtained from the questions which refer to the multi-purpose tests (See p. 15) Both the home work and school work are included. There is very little difference in the correlations for home work and school work.

The cheat scores used for the correlations are the total fact scores which were obtained by taking the number of times the pupil cheated on the opportunities presented. On the home test there was one opportunity and on the school tests there were seven opportunities. The scores vary sufficiently to take in every step in the range. The fact score rather than the amount score was used because it seems to present a truer picture of the groups than the amount score does. For example, a few pupils who are adepts at cheating can easily discolor the picture by running high amount scores. However, a few correlations were computed using the amount scores with the result that there was scarcely any difference.

Table 6

Correlation of Biblical Information With Lying To Win Approval²

Grade	n	r	P.E.
7	100	— .029	.067
8	100	.011	.067

The results in Table 6 are similar to those in Table 5. In fact, there is not much difference in the results shown in any of the tables.

It should be remembered that all of the correlations presented so far in this chapter deal with cheating and lying. In order to know how Biblical information correlates with honesty and truthfulness, all that is necessary is to change the signs.

So far, we have seen only the negative side of the picture, but now we are to view the positive side as it is portrayed in Tables 7 and 8.

Table 7

Correlation of Biblical Information with Class Loyalty
For Speed and Free Choice Tests

Grade	Speed			Free Choice		
	n	r	P.E.	n	r	P.E.
7	100	— .013	.067	100	— .016	.067
8	100	.008	.067	100	.053	.067

Table 8

Correlation of Biblical Information with Altruism or Unselfishness
for Money Votes Test and Picture Envelope Test

Grade	Money Votes			Picture Envelope		
	n	r	P.E.	n	r	P.E.
7	100	— .030	.067	100	— .041	.067
8	100	— .013	.067	100	.059	.067

Tables 7 and 8 which picture positive phases of conduct give results very similar to those which picture negative phases. In no instance is the correlation sufficiently large to have value. The difference between correlations .111 and — .341 give a range of .451 for the negative side of conduct and the difference between .059 and — .041 gives a range of .10 for the positive side.

Table 9 shows the relationship between Biblical information and teachers' ratings.

² Form two of this test was used.

Table 9
Correlation of Biblical Information with Teachers' Ratings
of Character Traits

<i>Public School Groups</i>			
Grade	n.	r	P.E.
7	100	.318	.062
8	100	.294	.062
9	55	.010	.091
10	55	.015	.091
11	51	.204	.087
12	25	.293	.124
<i>Delinquent School Groups</i>			
7	100	— .017	.067
8	100	.241	.073
9	75	.139	.076
10	26	.011	.135

A composite of three ratings was used in each instance. In only the seventh and eighth grades of the public school groups are the correlations greater than four times the probable error, and in those cases the correlations are so low that they are not considered significant.

In Tables 10, 11, 12, and 13 we view the picture from a slightly different angle. Tables 10 and 11, and 12 and 13 should be studied together, respectively, as they are dependent upon each other for the proper interpretation. Attention should be called to the fact that there is a slight variation in the mean scores on Biblical information in Tables 10 and 12. This is due to the fact that the data were secured from slightly different groups both in the public schools and in the delinquent schools. In the public schools we failed to secure data from some of the pupils on the home cheating tests, and in the delinquent schools we had none for the girls.

In Table 10 we find that the difference of the mean scores on the test of Biblical information for the eighth and tenth grades is highly significant and for the ninth grade it is sufficiently high to be rated significant. In each instance it is in favor of the delinquent groups.

In Table 11 we find a highly significant difference for the eighth grade, a slight difference for the ninth grade, but none for the tenth grade. In each instance the difference is in favor of the public school groups.

Tables 12 and 13 present the relationship between Biblical information and school cheating. In Table 12, with the exception of

Table 10

Means and Standard Deviations of Scores on Biblical Information Tests
by Public School and Delinquent Boys' School Groups and the
Significance³ of Obtained Difference Between the
Means of the Two Groups

Grade	Public School Groups		Delinquent School Groups		D P.E. Diff.	
	M	S.D.	M	S.D.		
7	52.8	15.528	54.6	17.175	1.1530	D
8	57.4	14.550	69.3	12.500	8.5488	D*
9	62.5	14.750	68.3	15.800	3.5279	D*
10	65.2	12.330	75.8	9.475	7.0430	D*

Table 11

Means and Standard Deviations of Scores on Home Cheating by Public
School and Delinquent Boys' School Groups and the Significance
of Difference Between the Means for the Two Groups

Grade	Public School Groups		Delinquent School Groups		D P.E. Diff.	
	M	S.D.	M	S.D.		
7	.12	.325	.48	.4996	9.000	P*
8	.11	.030	.25	.4330	3.589	P*
9	.12	.325	.20	.3970	2.000	P
10	.08	.271	.08	.2664	0.000	

grade seven, there is a decidedly significant difference between the mean scores on the tests of Biblical information, in favor of the delinquent groups.

In Table 13 we find a significant difference between the mean scores on school cheating for grades seven and ten in favor of the public school groups and delinquent school groups, respectively. In grade eight the difference between the means of cheat scores is too small to be significant, while in grade nine there is no difference. In Tables 10 and 12 in every instance, with the exception of grade seven in Table 12, the difference in mean scores on the tests of Biblical information is in favor of the delinquent groups. With the exception of grade 10 in Table 13, the difference in mean cheat scores is in favor of the public school groups. Thus the results in these four tables as well as those in the correlation tables indicate

³ In the column denoting the significance of differences in Tables 10, 11, 12, and 13 the differences in favor of the public school and delinquent school groups are marked with the letters P and D respectively. The asterisk indicates that the difference is significant. The data for all the tables were taken from the same sources as those for Table 3.

that the relationship between Biblical information and conduct is insignificant.

Table 12

Means and Standard Deviations of Scores on Biblical Information Tests by Public School and Delinquent School Groups and the Significance⁴ of Obtained Difference Between the Means for the Two Groups

Grade	Public School Groups		Delinquent School Groups		D P.E. Diff.	
	M	S.D.	M	S.D.		
7	59.00	14.035	54.7	21.440	2.8440	P
8	56.80	16.000	78.6	14.350	15.7280	D*
9	61.30	14.874	71.3	13.830	7.3409	D*
10	64.36	14.106	75.4	9.475	7.4838	D*

Table 13

Means and Standard Deviations of Scores on School Cheating Tests by Public School and Delinquent School Groups and the Significance of Obtained Difference Between the Two Groups

Grade	Public School Groups		Delinquent School Groups		D P.E. Diff.	
	M	S.D.	M	S.D.		
7	1.3	1.674	2.6	1.972	8.0360	P*
8	1.9	1.800	2.0	2.830	.7505	P
9	2.0	1.655	2.0	1.750	0.0000	
10	2.4	1.762	1.3	1.262	5.6610	D*

⁴ In the column denoting the significance of differences in Tables 10, 11, 12, and 13 the differences in favor of the public school and delinquent school groups are marked with the letters P and D respectively. The asterisk indicates that the difference is significant. The data for all the tables were taken from the same sources as those for Table 3.

CHAPTER VI

SUMMARY AND CONCLUSION

Since a review of the literature in character study revealed that no attempt has been made to correlate Biblical information with conduct, a positive relationship having been taken for granted, the problem of this study has been that of determining whether that relationship exists. In order to do that, objective tests had to be selected and devised. The tests of Biblical information were prepared and administered to 485 pupils during the school year 1927-1928. The results of this preliminary testing were used for the purpose of establishing the reliability of the tests. This being done, the conduct tests were selected from carefully validated materials.

In order to test phases of negative or unsocial conduct, tests on cheating and lying were given. In cheating, two different general types were used, one for home and one for school, with four different specific situations; securing forbidden help at home, wrong use of keys, peeping to raise scores on the coordination tests, and adding additional symbols and digits to raise scores on the speed tests. In lying there were two situations: lying to escape disapproval and lying to win approval.

To test phases of positive or socially approved conduct, class loyalty and altruism or unselfishness were tested. In regard to class loyalty, two tests were administered, the Maller Speed and the Maller Free Choice; and in regard to altruism or unselfishness, the money votes and the picture envelope tests were used. In addition to the tests, teachers' ratings on various conduct traits were secured and given some consideration.

The data obtained from the various techniques have been treated statistically and are given in tabular form in Chapter V. The results seem to warrant the following conclusion:

Within the limits of this study, there appears to be no relationship of any consequence between Biblical information and the different phases of conduct studied. Even though this position seems entirely defensible, it does not show in the least that the Bible or a knowledge of it is valueless in character building. It

does indicate, however, very definitely that mere knowledge is not of itself sufficient to insure proper character growth.

The following suggestions over and above the results of the research seem relevant:

1. Since the present methods of Biblical instruction are evidently not doing what they are supposed to accomplish they will have to be changed if we are to get from them the desired results in character development. It seems highly probable in view of the present tendency in education generally that there is need that the child be motivated to the extent that he will desire to make his information function in his daily life.

2. The method of Biblical instruction now employed in many schools is that of merely reading the Bible before the pupils, having them memorize facts that are supposed to be important. It seems likely that the Bible should be given a place at least equivalent to that of other subjects in the curriculum if it is to do its work, in order that the time factor may operate and the personal attitude of the teacher find expression.

3. It is conceivable that the results in character and conduct expected and apparently not realized from a mere acquaintance with the Bible, might be accomplished through the agency of better trained teachers.

4. In order to secure the desired character results from a study of the Bible, better curricular arrangements of Biblical materials is essential.

BIBLIOGRAPHY

1. Burton, A. M., Religious Training a Serious Problem in Modern Education, Life and Casualty Building, Nashville, Tennessee.
2. Hartshorne, Hugh S., and May, Mark A., Studies in Deceit, Chicago, Macmillan Company, 1928.

APPENDICES

APPENDIX A

INFORMATION—ATTITUDES TESTS

.....Student's Name.

Copyright 1928—Pleasant R. Hightower

Prepared by Pleasant R. Hightower,
Institute of Character Research,
University of Iowa, Iowa City, Iowa
under the direction of
Dr. Edwin D. Starbuck

and

Dr. Frank K. Shuttleworth

Test	Rights	Wrongs	Score
I			
II			
III			
IV			
V			
VI			
Total			

INFORMATION BLANK

Name..... Sex..... Date.....

City..... Name of your school.....

Your age in years..... months..... Grade.....

Part I.

Note: The following questions concern your father and mother and your home. The information will be held strictly confidential and will be used for research purposes only. None of your school teachers will see any of your answers.

INSTRUCTIONS: Place a cross (x) on the dotted line after the most correct answer to the following questions. Be accurate. Answer all questions. Work reasonably fast.

1. Is your father living? Yes.....; No..... If dead, how many years?.....

Note: If your father is dead, cross out the word father in the following eleven questions and instead write the words step-father, guardian, uncle or the name of the person taking your father's place.

2. How old is your father? Between 30 and 34.....; between 35 and 39.....; between 40 and 44.....; 45 to 49.....; 50 to 54.....; 55 to 59.....; 60 to 64.....; 65 to 69.....; over 70
3. Is your father in good health? Yes, the best of health.....; yes, fair health.....; not very strong.....; invalid.....
4. What is the nationality of your father?
5. What is the chief source of your father's income? Daily wage.....; weekly wage.....; monthly wage.....; yearly wage.....; from business.....; from stocks, bonds, interest, rents.....
6. How much schooling did your father have? Less than four years.....;

from five to eight years.....; part of high school.....; graduated from high school.....; part of college.....; graduated from college......

7. Is your father strict in home discipline? Yes, very strict.....; yes, rather strict.....; yes, somewhat.....; indifferent.....; no discipline whatever.....
8. Does your father belong to a church? Yes.....; no.....
9. If he belongs to a church, which one?.....
10. Does your father go to church? Yes, at least every Sunday.....; yes, several times a month.....; several times a year.....; very rarely.....; never.....
11. Does your father believe in the doctrines of the church he belongs to or goes to? Yes, completely.....; yes, somewhat.....; does not care much about beliefs of any church.....; objects to the beliefs of all churches.....
12. Does your father read the Bible? Yes, nearly every day.....; yes, about once a week.....; occasionally.....; rarely.....; never.....
13. Is your mother living? Yes.....; no..... If dead how many years?.....

Note: If your mother is dead, cross out the word mother in the eleven following questions and instead write the words step-mother, aunt, or the name of the person taking your mother's place.

14. How old is your mother? Between 30 and 34.....; between 35 and 39.....; between 40 and 44.....; 45 to 49.....; 50 to 54.....; 55 to 59.....; 60 to 64.....; 65 to 69.....; over 70.....
15. Is your mother in good health? Yes, the best of health.....; yes, fair health.....; not very strong.....; invalid.....
16. What is the nationality of your mother?.....
17. Does your mother work outside of your home? Yes.....; No.....
What does she do?.....
18. How much schooling did your mother have? Less than four years.....; from five to eight years.....; part of high school.....; graduated from high school.....; part of college.....; graduated from college.....
19. Is your mother strict in her home discipline? Yes, very strict.....; yes, rather strict.....; yes, somewhat.....; indifferent.....; no discipline whatever.....
20. Does your mother belong to a church? Yes.....; No.....
21. If she belongs to a church, which one?.....
22. Does your mother go to church? Yes, at least every Sunday.....; yes, several times a month.....; several times a year.....; very rarely.....; never.....
23. Does your mother believe in the doctrines of the church she belongs to or goes to? Yes, completely.....; yes, somewhat.....; does not care much about beliefs of any church.....; objects to the beliefs of all churches.....
24. Does your mother read the Bible? Yes, nearly every day.....; yes, about once a week.....; occasionally.....; rarely.....; never.....
25. Do your parents (or guardians) own their own home? Yes.....; No.....
26. Which of the following conveniences are in your home? Running water.....; bath.....; electric lights.....; furnace or central heating plant.....; gas.....; telephone.....

27. How many automobiles do your parents own? None.....; one.....; two or more.....
28. How many musical instruments do you have in your home? None.....; one.....; two.....; three.....; four.....; five.....; six.....; seven or more.....
29. What musical instruments do you have in your home? Violin.....; piano.....; phonograph.....; radio.....; saxophone.....; cello.....; banjo.....; drums.....; cornet.....; clarinet..... mandolin.....
30. Name the reproductions of well known works of art and paintings of good artists that you have in your home.....
.....
.....
31. Name the newspapers that you have in your home.....
32. Name the newspapers you read.....
33. Name the magazines and periodicals that you have in your home.....
.....
34. Name in order of your preference the magazines you read.....
.....
.....
35. Approximately how many books do you have in your home? None.....; less than 25.....; less than 50.....; less than 100.....; less than 200.....; more than 200....

DIRECTIONS FOR DOING THE TESTS

There are seven tests and each test has a set of directions telling you what to do. Read the directions for each test carefully before you attempt to do it. The tests are so arranged as to require very little writing. Do as much of each test as possible. You will be given all the time you need, but work as rapidly as possible. As soon as you complete one test, turn immediately to the next until every test is completed.

TEST I.

Read each statement made below and underline the part that makes the statement true. Be sure to underline only one part of each statement.

Example:

Milton was a

poet musician artist

-
1. "The Village Blacksmith" was written by
Longfellow Shakespeare Whittier
 2. Bryant wrote
To a Waterfowl The Courtin' Evangeline
 3. The character, John Alden, appears in the poem
Snowbound The Courtship of Miles Standish The Rhodora
 4. "O Captain, My Captain" is about
Washington Roosevelt Lincoln

5. "Thanatopsis" is a
novel a short-story a poem
6. The play, "Julius Caesar," took place in
America Rome Greece
7. A poem that teaches the right way of giving to others is
The Vision of Sir Launfal Opportunity Annabel Lee
8. "Sohrab and Rustum" is about
school life a combat between father and son working
conditions in a factory
9. "The Elegy in a Country Churchyard" was written by an author in
China United States England
10. "The Concord Hymn" is about the
Revolutionary War The Civil War The Great World War
11. The bird in "The Ancient Mariner" was
an albatross a dove a hawk
12. Shylock is a character in
Midsummer Night's Dream As You Like It Merchant
of Venice
13. "The Tales of a Wayside Inn" includes
The Birds of Killingworth My Aunt The First Snowfall
14. "Ivanhoe" is a story of
chivalry piracy idolatry
15. Brom Bones is a character in
The Spy The Legend of Sleepy Hollow The House of
Seven Gables
16. "The Tale of Two Cities" is about
the Inquisition the Reformation the French Revolution
17. "The Great Stone Face" teaches
the value of a high ideal thrift punctuality
18. The influence of a little child upon the life of a miser is brought out in
Treasure Island Silas Marner David Copperfield
19. "The Last of the Mohicans" is a story about
Negroes Chinese Indians
20. "Uncle Tom's Cabin" tells about
witchcraft religion slavery
21. Tragedies, comedies, and historical plays were all written by
Chaucer Raleigh Shakespeare
22. "Out to Old Aunt Mary's" was written by
Eugene Field James Whitcomb Riley Bret Harte
23. "Ben Hur" is a story of
The Time of Christ The Middle Ages The Renaissance
24. Mark Twain wrote
Tom Sawyer The Rise of Silas Lapham Penrod
25. "Rip Van Winkle" took place in
The New England States The Hudson River Valley The
Western States
26. "The Bells" by Edgar Allen Poe is
Very rhythmical Very unrhymical very unmusical

27. The story of early Indiana is given in
 Alice of Old Vincennes Kidnapped The Prince of India
28. A poem that makes one feel sad is
 The Height of the Ridiculous Annabel Lee Robert of Lincoln
29. The man who wrote the "Leatherstocking Tales" was
 Irving Thoreau Cooper
30. "Lives of great men all remind us,
 We can make our lives sublime" is a quotation taken from the poem
 The Arrow and the Song The Psalm of Life The Bare-foot Boy
31. "Poor Richard's Almanac" was written by
 Freneau Franklin Whitman
32. A sonnet is composed of
 fourteen lines twelve lines twenty lines
33. Jupiter is a character in
 The Gold Bug The Fall of the House of Usher The Murders of the Rue Morgue
34. A writer who used Scottish dialect was
 Burns Stevenson Arnold
35. A New England dialect writer is
 Lowell Emerson Longfellow
36. The Hoosier dialect was used by
 Lanier Riley Longfellow
37. "The Hoosier School Master" was written by
 Edward Eggleston Maurice Thompson Joaquin Miller
38. "He gained a world; he gave that world its grandest lesson: on, Sail on,"
 comes from the poem
 Jim Bludso of the Prairie Belle Lochinvar Columbus
39. A story whose setting is in Indiana is
 A Son of the Middle Border Polyanna Freckles
40. Hamlet was a character who was
 tolerant revengeful forgiving
41. Hawthorne usually wrote
 to amuse to criticise to teach a lesson
42. Banquo is a character in
 Hamlet Macbeth Othello
43. Emerson's essay, "Compensation," teaches one to pay
 him who helps you no one him who needs it
44. Alfred Noyes's "The Highwayman" is
 slow in movement quick extremely dull
45. Stevenson spent the last years of his life in
 Scotland Samoa America
46. "The Scarlet Letter" is a story of
 the nobility sin riches
47. "Black Beauty" is a story about
 a pet bear a dog a horse

48. "The Call of the Wild" is a story of
a dog a gold mine a cattle stampede
49. The character, Giant Despair, is in
Gulliver's Travels Pilgrim's Progress Robinson Crusoe
50. "A Dissertation on Roast Pig" is
sad humorous pitiful

TEST II.

Below are statements about certain characters in the Bible. Underline the one character to which each statement refers.

Example:

She was a seller of purple.

Lydia Dorcas Martha Mary

-
1. She refused to leave her mother-in-law.
Eve Ruth Leah Rebecca
2. He owned a vineyard which he refused to sell.
Isaac Naboth Nehemiah Adam
3. He was reared by an Egyptian Princess who found him in an ark among the bulrushes.
Esau Samuel Saul Moses
4. He played his harp before the king.
Micah Abraham David Judah
5. She anointed Jesus with costly perfume.
Mary Magdalene Elizabeth Dorcas Sapphira
6. He betrayed his Christ for thirty pieces of silver.
John Judas Nathaniel Barnabas
7. He bought his brother's birthright for a mess of pottage.
Cain Enoch Jacob Lot
8. He said he would not believe the truth of Christ's resurrection until he had seen his nail pierced hands and put his fingers into them, and thrust his hand into his side.
Mark Stephen Thomas Timothy
9. He was raised from the dead by Jesus.
Matthew Philip Felix Lazarus
10. She complained to Jesus because her sister had left so much of the house-work to her.
Martha Priscilla Lois Eunice
11. He held the clothes while Stephen was being stoned.
Luke Paul Andrew Titus
12. He was his father's favorite, and through jealousy, his brothers sold him to a band of Egyptians.
Aaron Laban Reuben Joseph
13. She refused to come before her husband, the king, and show her beauty before his friends.
Jezebel Vashti Naomi Miriam

14. He warned David that Saul, his father, was planning to kill him.
Jonathan Benjamin Absolom Rehoboam
15. She asked her husband, the king, for her own life, and the lives of her people.
Rachel Esther Anna Deborah
16. He denied that he knew Christ.
Annanias John the Baptist Simon Peter Thaddeus
17. He was ready to sacrifice his son when a voice called unto him.
Abraham Abel Jeremiah Ishmael
18. He delivered Christ to the people to be crucified, although he could find no fault with him.
Zebedee Joseph of Arimathaea Cornelius Pilate
19. He climbed into a sycamore tree in order to see Jesus pass by.
Zaccheus Bartholomew Herod Gamaliel
20. He came to Jesus by night and asked how a man could be born again.
Aquila Apollos Silas Nicodemus

TEST III.

Draw a line under the one word that makes the sentence true as shown in the sample:

Example:

Jesus was born in

Nazareth Egypt Bethlehem Jerusalem

1. Paul was born in
Tarsus Patmos Rome Athens
2. The children of Israel were led by Moses out of
Babylonia Egypt Assyria Macedonia
3. Paul was converted on the road to
Jerusalem Mars Hills Damascus Ceserea
4. The Book of Revelation was written at
Jerusalem the Isle of Patmos Antioch Tiberias
5. The ten Commandments were delivered on
Mt. Horeb Mt. Gilboa Mt. Carmel Mt. Sinai
6. The children of Israel were fed on manna in
Egypt the wilderness Canaan Galilee
7. The last supper was held in the
Upper room Garden of Gethsemane Home of Mary and Martha Home of Matthew, the publican
8. Jesus walked upon the waters in the
Red Sea Sea of Galilee Dead Sea River Jordan
9. Jesus spent his youth in
Bethlehem Jericho Nazareth Jerusalem
10. The tree of knowledge of good and evil was
in the Garden of Eden in the land of Moriah on Mt. Sinai at Bethel

11. When King Herod threatened to kill the young Jesus, his parents took him to
 Babylonia **Egypt** **Samaria** **Galilee**
12. Jesus was crucified at
 Bethsaida **Golgotha** **Bethany** **Garden of Gethsemane**
13. Jesus often visited Lazarus and his sister at their home in
 Joppa **Bethany** **Bethlehem** **Lydia**
14. Jacob wrestled with the angel at
 Mt. Carmel **Mt. Ephraim** **Bethel** **Ephesus**
15. Moses was buried in
 Land of Moab **Galilee** **Egypt** **Judea**

TEST IV.

Here are certain events that are found in the Bible, arranged in pairs. Indicate the order in which they took place by checking the event which took place first.

Example:

.....x.....Joseph's interpretation of Pharaoh's dream.

.....The sending of the plagues on the Egyptians.

1.The Crucifixion of Christ.
 The stoning of Stephen.
2.The anointing of David.
 The finding of the Ark in the bulrushes.
3.The transfiguration.
 Temptation of Jesus upon the mountain top.
4.Moses leading the children of Israel out of bondage and across the Red Sea.
 Children of Israel fed by manna from Heaven.
5.The making of the Golden Calf.
 The selling of Joseph into bondage.
6.The raising of Lazarus from the dead.
 Jesus's triumphal entry into Jerusalem.
7.Jesus in the Garden of Gethsemane.
 The feeding of the five thousand.
8.The Resurrection of Jesus.
 Conversion of Paul (Saul).
9.Jesus in the temple talking with the learned doctors.
 Jesus at the Last Supper.
10.Jesus at the cross.
 Jesus denied by Peter.
11.Jesus baptised at the River Jordan.
 Jesus before the Sanhedrin.
12.Jesus's Sermon on the Mount.
 Jesus's Calling of the Apostles.
13.The Reign of Jeroboam.
 The Babylonian Captivity.

14.The turning of the water into wine.
.....The birth of John, the Baptist.
15.The Ministry of Jesus.
.....The Ministry of Paul.
16.The Fall of Jericho.
.....The Destruction of Sodom.
17.The giving of the ten commandments.
.....The triumph of Gideon over the Midianites.
18.Jacob's vision of the ladder.
.....Jacob's meeting with Rachel.
19.The establishment of the tabernacle.
.....The establishment of the temple.
20.The giving of the Lord's Prayer.
.....The writing of the Proverbs.

TEST V

Here is a number of passages in groups of ten. Five in each group are found in the Bible; the other five are not. Put an X before the five in each group that are from the Bible.

Example:

1.More things are wrought by prayer than this world dreams of.
 2.Cleanliness is next to godliness.
 3.x.Come unto me all ye that are weary and heavy-laden and I will give you rest.
 4.x.Now faith is the substance of things hoped for, the evidence of things not seen.
 5.'Tis better to have loved and lost than never to have loved at all.
 6.x.The heavens declare the glory of God and the firmament showeth his handiwork.
 7.God doth not need
 Either man's work, or His own gifts, who best bear His mild yoke, they serve Him best.
 8.Our sweetest songs are those that tell of saddest thoughts.
 9.x.And now abideth faith, hope, charity, these three; but the greatest of these is charity.
 10.x.He that dwelleth in the secret place of the most High shall abide under the shadow of the Almighty.
-
1.The child is father of the man: and I could wish my days to be, bound each to each by natural piety.
 2.They also serve who only stand and wait.
 3.Inasmuch as you have done it unto the least of these, my brethren, you have done it unto me.
 4.To thine own self be true.
 5.Let the words of my mouth, and the meditation of my heart, be acceptable in thy sight, O Lord, my strength and my redeemer.
 6.I hope to see my Pilot face to face when I have crossed the bar.

7.For whatsoever ye sow that shall ye also reap.
8.Remember the Sabbath day to keep it holy.
9.Remember now thy Creator in the days of thy youth.
10.God helps those who help themselves.
1.I am the way, the truth, and the life.
2.God's in his heavens; all's well with the world.
3.For what are they all in their high conceit; when man in the bush with God may meet.
4.The Lord is my Sheperd; I shall not want.
5.Not what we give but what we share, for the gift without the giver is bare.
6.Heaven is not reached by a single bound.
7.Greater love hath no man than this, that a man lay down his life for his friends.
8.For whatsoever you ask in prayer, believing, you shall receive.
9.To be, or not to be, that is the question.
10.For God so loved the world, that he gave his only begotten son, that whatsoever believeth on him should not perish, but have everlasting life.
1.With malice toward none with charity for all.
2.Truth crushed to earth shall rise again.
3.Enter into his gates with thanksgiving and into his courts with praise.
4.He prayeth best who loveth best all things both great and small
For the dear Lord, who loveth us
He made and loveth all.
5.In scorn for miserable aims that end with self.
6.A soft answer turneth away wrath; but grievous words stir up anger.
7.A good name is rather to be chosen than great riches, and loving favor rather than silver and gold.
8.Life is ever Lord of death and love can never lose its own.
9.But seek ye first the kingdom of God, and his righteousness, and all these things shall be added unto you.
10.I am the good shepherd; the good shepherd giveth his life for the sheep.
1.For whatsoever you would that men should do to you do you even so to them.
2.Be noble, and the nobleness which lies in other men, sleeping, but never dead, will rise in dignity to meet thine own.
3.Give everyman thine ear, but few thy voice; take each man's censure, but reserve thy judgment.
4.Blessed are the pure in heart, for they shall see God.
5.The old order changeth, giving place to new, and God reveals himself in many ways lest one good custom should corrupt the world.
6.He has too much of the milk of human kindness in him.
7.Ye are the light of the world.
8.Judge not that ye be not judged.

9.I am a part of all I have met.
 10.I have fought a good fight,
 I have finished the course.

TEST VI

Underline the one word which makes the statement true.

Example:

The last book of the old Testament is

Matthew Lamentations Malachi Joshua

1. The book of Romans was written by
 Peter Paul James John
 2. The children of Israel were led across the Red Sea by
 Joshua Caleb Moses Aaron
 3. The Ten Commandments are found in
 Genesis Exodus Numbers Leviticus
 4. One of the books of prophecy is
 Hebrews Matthew Psalms Isaiah
 5. The Lord's Prayer is found in
 Ruth Esther Job Matthew
 6. One of Christ's three favorite disciples was
 Moses Peter Paul Timothy
 7. One of the disciples who was on the Mount of Transfiguration was
 Samuel Eli James David
 8. The Sermon on the Mount was preached by
 Jesus Peter Barnabus Titus
 9. The Beatitudes are found in
 Exodus Matthew Job Revelation
 10. The first book of the old Testament is
 Matthew Mark Luke Genesis
 11. The last book in the Bible is
 Song of Solomon Hebrews Revelation Kings
 12. Jesus intrusted his mother to the care of
 Peter James John Judas
 13. One of the major prophets was
 Moses David Thomas Ezekiel
 14. The mother of Isaac was
 Sarah Rebecca Rachel Leah
 15. The turning of the water into wine is a
 Parable Miracle Proverb Fable
-

TEST VII

In the following please check the dot that will represent your choice with reference to each item. The dots farthest from the colon represent the extremes of your choice on either side while those approaching the colon represent lesser degrees of choice. The colon, itself, represents indifference or the choice of the

average person. If you are indifferent or represent the average person on any item check the colon.

Examples:

A boy or girl would probably check his or her liking for candy thus:

I like candy very much /...:... I dislike candy very much

While his or her taste for salty pickles would probably be like this:

I like salty pickles very much...:/. I dislike salty pickles very much

I like to help with the work at ...:... I dislike to help with the work at home home

I never help with the work at home ...:... I help regularly with the work at home

I help with the work because I ...:... I help because I have to want to

I enjoy going to school ...:... I dislike going to school

I frequently miss school ...:... I go to school regularly

I go to school because I have to ...:... I go because I want to

I admire A and A+ students ...:... A and A+ students are a bore

I admire pupils who just get by in school ...:... I do not like the idea of pupils just getting by in school

I admire a boy or girl who cuts ...:... I dislike the idea of a boy or girl cutting classes

I admire the pupils who can get help on examinations and get by with it ...:... I detest the idea of pupils getting help on examinations and getting by with it

I do not think it is wrong to give help on examinations ...:... I think it is definitely wrong to give help on examinations

I have given some help on examinations ...:... I have never given help on examinations

I have never received help on examinations ...:... I have received help occasionally on examinations

I enjoy reading the Bible ...:... I dislike reading the Bible

I never read the Bible ...:... I frequently read the Bible

I prefer Bible stories ...:... I prefer other kinds of stories

Most of the stories I read are not Bible stories ...:... Most of the stories I read are Bible stories

I dislike reading the Old Testament ...:... I quite enjoy reading the Old Testament

I like reading the New Testament ...:... I dislike reading the New Testament

I regularly go to church ...:... I never go to church

I stay away from church when I can ...:... I always go to church when I can

I dislike going to church ...:... I like to go to church

I go to church because I want to ...:... I go to church because I have to

I dislike to listen to sermons ...:... I like to listen to sermons

I like to go to Sunday School ...:... I dislike to go to Sunday School

I regularly go to Sunday School ...:... I never go to Sunday School

- My parents make me go to Sunday ... : ... I go to Sunday School of my own School accord
- I dislike Sunday School hymns ... : ... I like Sunday School hymns
- I admire Boy or Girl Scout organ- ... : ... I think such organizations are izations "sissy"
- I prefer not to be a member of a ... : ... I should like to be a member of a Scout organization
- I inwardly rebel against immoral ... : ... I get a "kick" out of immoral movies movies
- I often attend immoral movies ... : ... I never attend immoral movies from choice from choice
- I dislike religious pictures in ... : ... I like religious pictures in movies movies
- I never go to see religious pictures ... : ... I often go to see religious pictures in movies in movies
- One should be absolutely honest ... : ... It is all right to cheat a wealthy even in dealing with a wealthy miser miser
- One should never charge more than ... : ... There is no wrong in charging too his services are worth even when much for services rendered the working for the government government
- It is all right not to give in all ... : ... It is wrong not to give in all your your property to the assessor property to the assessor
- I believe in bumming a ride on a ... : ... I do not believe in bumming a ride street car on a street car
- I never bum a ride on a street car ... : ... I frequently bum a ride on a street car
- I admire the one who loads the ... : ... I detest the one who loads the dice dice in a crap game in a crap game
- Crap shooting under fair rules is ... : ... Crap shooting is never right all right
- I should enjoy crap shooting ... : ... I should not enjoy crap shooting
- I do not believe in prohibition ... : ... I believe strongly in prohibition
- With the present prohibition law, ... : ... Bootlegging is never right bootlegging is all right
- One should not report offenders of ... : ... One should report offenders of the the prohibition law prohibition law
- I should report offenders of pro- ... : ... I should not report offenders if I hibition if the opportunity came had the opportunity
- It is all right to disobey traffic ... : ... It is wrong to disobey traffic rules rules if no officer is in sight whether an officer is in sight or not
- One should report offenders of ... : ... One should not report such minor traffic rules to the officers offenses
- I have reported violation of traffic ... : ... I have never reported violations rules
- It is never right to disobey the ... : ... It is all right to disobey the speed speed laws law if one has an open road

APPENDIX B

MULTI-PURPOSE TEST

(Speed, Information, Coordination and Attitudes)

Arranged by Hollis D. Kemper

Under the direction of

The Institute of Character Research
State University of Iowa

Date: Month..... Day..... Year.....
 Name..... Grade..... Age..... Sex
 School..... City..... State.....
 Father living?..... Mother living?..... No. of brothers and sisters.....
 Father's occupation..... Mother's occupation.....
 Father's nationality..... Mother's nationality.....
 Member of what church?..... Church preference.....
 Are you a Boy Scout? If so, for how long?..... Rank attained.....
 Are you a Camp Fire Girl?If so, for how long?..... Rank attained.....
 Have you ever attended a Week-day Religious school?.....
 How long did you attend Week-day Religious school?.....
 Are you a member of the Hi-Y Club?..... If so, for how long?.....
 Are you a member of the G. R. Club?..... If so, for how long?.....

Note: In the following six questions place in parenthesis the number of the correct answer.

- Have you attended Sunday School? (1) regularly, (2) quite often, (3) occasionally, (4) never.....()
- Have you attended church? (1) regularly, (2) quite often, (3) occasionally, (4) never..... ()
- Do you have religious worship in your home? (1) regularly, (2) quite often, (3) occasionally, (4) never.....()
- Does your father attend church? (1) regularly, (2) quite often, (3) occasionally, (4) never.....()
- Does your mother attend church? (1) regularly, (2) quite often, (3) occasionally, (4) never..... ()
- Do you like to attend religious services? (1) very much, (2) somewhat, (3) feel indifferent, (4) dislike somewhat, (5) dislike very much.....()

DO NOT TURN THIS PAGE UNTIL THE SIGNAL IS GIVEN

Copyright, 1927, Institute of Educational Research, Teachers College, Columbia University, New York. Reproduced under direction of the Institute of Character Research, State University of Iowa for experimental purposes.

2

WORD KNOWLEDGE TEST

Below is a list of forty words. Following each word are five suggested definitions. In the parenthesis at the right end of the line place the number of the word you think is the best definition. If you are not sure, leave blank.

Sample: Beast (1) afraid (2) words (3) large (4) animal (5) bird.....(4)

In the example animal means most nearly the same as beast, so figure 4 is written in the parenthesis at the end of the line.

1. afraid (1)full of fear (2)possible (3)necessary (4)raid (5)ill.....()
2. baby (1)manner (2)trembling (3)young child (4)notice (5)soft.....()
3. divide (1)mount (2)pound (3)hold (4)cut into parts (5)add together()
4. require (1)revenge (2)report (3)need (4)reward (5)return.....()
5. action (1)play (2)deed (3)mention (4)opinion (5)crime.....()
6. abhor (1)dislike (2)inherit (3)hoard away (4)inhabit (5)avoid.....()
7. agony (1)little rabbit (2)hymn (3)kindred (4)mansion (5)pain.....()
8. awe (1)lamb (2)fear (3)tool (4)mound (5)opera.....()
9. bellow (1)roar (2)kindle (3)ring loudly (4)beneath (5)perplex.....()
10. bugle (1)blunder (2)horn (3)permission (4)beetle (5)nostril.....()
11. admittance (1)confession (2)addition (3)entry (4)lowliness (5)inducement()
12. aquarium (1)tank for fish (2)gruel (3)club (4)hospital (5)place for games()
13. atonement (1)mortar (2)prayer (3)reparation (4)liniment (5)song ()
14. beck (1)behind (2)hone (3)impend (4)nod (5)cry.....()
15. brigade (1)marmalade (2)sailing vessel (3)robbers (4)ire (5)soldiers()
16. canopy (1)a star (2)kimono (3)a bird (4)covering (5)sky.....()
17. clan (1)tribe (2)shellfish (3)onset (4)small (5)huff.....()
18. clench (1)twist (2)a tool (3)mottle (4)close tightly (5)imply.....()
19. ambiguous (1)offensive (2)uncertain (3)roomy (4)very large (5)maternal()
20. canyon (1)menagerie (2)palate (3)valley (4)gun (5)rule.....()
21. reciprocal (1)saturnine (2)mutual (3)receptive (4)morose (5)careless()
22. decipher (1)take out (2)multiply (3)follow out (4)figure (5)puzzle out()
23. edict (1)eject (2)publish (3)dispensation (4)an order (5)moiety....()
24. fad (1)fashion (2)pelf (3)old and faded (4)queer (5)protestation()
25. invocation (1)invoice (2)resume (3)appeal (4)penitence (5)occupation()
26. hazardous (1)dangerous (2)unbecoming (3)accidental (4)misty (5)distinctive()
27. ablaze (1)ostensible (2)on fire (3)slightly (4)loaf about (5)urbane()

28. accolade (1)salutation (2)anchovy (3)procession (4)bivouac
(5)acolyte ()
29. benighted (1)fraudulent (2)weary (3)insuperable (4)ignorant
(5)venal ()
30. cherubic (1)blatant (2)exigent (3)angelic (4)sinuous (5)escutcheon..... ()
31. digit (1)dugout (2)detraction (3)expedient (4)numeral (5)small
piece ()
32. eclat (1)spendor (2)elite (3)a cake (4)phantasm (5)anemia..... ()
33. felicity (1)mortification (2)happiness (3)loss (4)a serious crime
(5)reminiscence ()
34. gritty (1)stone quarry (2)skittish (3)loose (4)ostentatious
(5)sandy ()
35. heedful (1)concise (2)cheerful (3)expressive (4)careful (5)re-
pentant ()
36. insecure (1)vault (2)abnormal (3)unsafe (4)extant (5)insure..... ()
37. madrigal (1)song (2)mountebank (3)lunatic (4)ribald (5)syc-
phant ()
38. nauseous (1)boorish (2)loathsome (3)synchronous (4)seafaring
(5)inopportune ()
39. pact (1)puissance (2)remonstrance (3)agreement (4)skillet
(5)pressure ()
40. distend (1)swell (2)prevent (3)hoodwink (4)put an end to (5)in-
augurate ()

3

INFORMATION TEST

In each of the sentences below, you have a choice among four words. Place in the parenthesis at the right the number of the one of these words which makes the truest sentence.

1. Diamonds are obtained from (1)reefs (2)oysters (3)mines
(4)elephants ()..... (3)
2. The cotton gin was invented in (1)Babylonia (2)England
(3)France (4)U. S. A. ()..... (4)
3. Oxyden tastes (1)sweet (2)sour (3)bitter (4)tasteless ()..... (4)
4. The airplane was invented in (1)Italy (2)United States
(3)Spain (4)Austria ()..... (2)
5. Hydrogen tastes (1)sweet (2)sour (3)bitter (4)tasteless ()..... (4)
6. The Westinghouse Co. makes (1)paper (2)motorcycles
(3)dynamos (4)office equipment ()..... (3)
7. Carbon dioxide is usually (1)solid (2)liquid (3)gaseous
(4)viscous ()..... (3)
8. The liver is in the (1)chest (2)head (3)neck (4)abdomen .. ()..... (4)
9. The steam engine was invented in (1)China (2)Italy
(3)England (4)United States ()..... (3)
10. Gingham is a kind of (1)silk (2)wool (3)cotton (4)linen ()..... (3)
11. Electro magnets are usually made of (1)copper and zinc
(2)German silver (3)lead and rubber (4)iron and copper ()..... (4)

12. The unit of electrical current is the (1)ampere (2)volt
(3)ohm (4)henry().....(1)
13. Vinegar is made from (1)picric acid (2)apples (3)bark
(4)lemons().....(2)
14. An air-cooled engine is used in the (1)Packard (2)Buick
(3)Franklin (4)Ford().....(3)
15. The ratio of the area of Asia to the area of Europe is about
(1)5 to 1 (2)17 to 1 (3)9 to 1 (4)11 to 1().....(1)
16. Adobe is the name of a (1)building material (2)Indian tribe
(3)Chinese official flower().....(1)
17. From Petrograd to Moscow is about (1)500 mi. (2)1,000 mi.
(3)1,500 mi. (4)2,000 mi.().....(1)
18. The number of rows of kernels on an average ear of corn is
about (1)5 (2)15 (3)25 (4)35().....(2)
19. William Shakespeare was born about (1)1450 (2)1550
(3)1650 (4)1750().....(2)
20. The Gnome engine is chiefly used in (1)airplanes (2)tractors
(3)automobiles (4)motorcycles().....(1)
21. One of the books of the Bible is (1)Jacob (2)Jesse
(3)Joshua (4)Judah().....(3)
22. An irregular four-sided figure is called a (1)scolium
(2)trapezium (3)parrallelogram (4)pentagon().....(2)
23. The printing press was invented about (1)1250 (2)1350
(3)1450 (4)1550().....(3)
24. A pint can full of lead would weigh about (1)6 lb. (2)12 lb.
(3)18 lb. (4)24 lb.().....(2)
25. The Mackintosh Red is a kind of (1)fish (2)cattle (3)fowl
(4)fruit().....(4)
26. The distance from New York City to New Orleans in miles is
about (1)1,200 (2)1,500 (3)1,800 (4)2,100().....(1)
27. From Constantinople to Moscow is about (1)300 mi.
(2)1,000 mi. (3)1,700 mi. (4)2,700 mi.().....(2)
28. The color of bromine vapor is (1)violet (2)green (3)brown
(4)white().....(3)

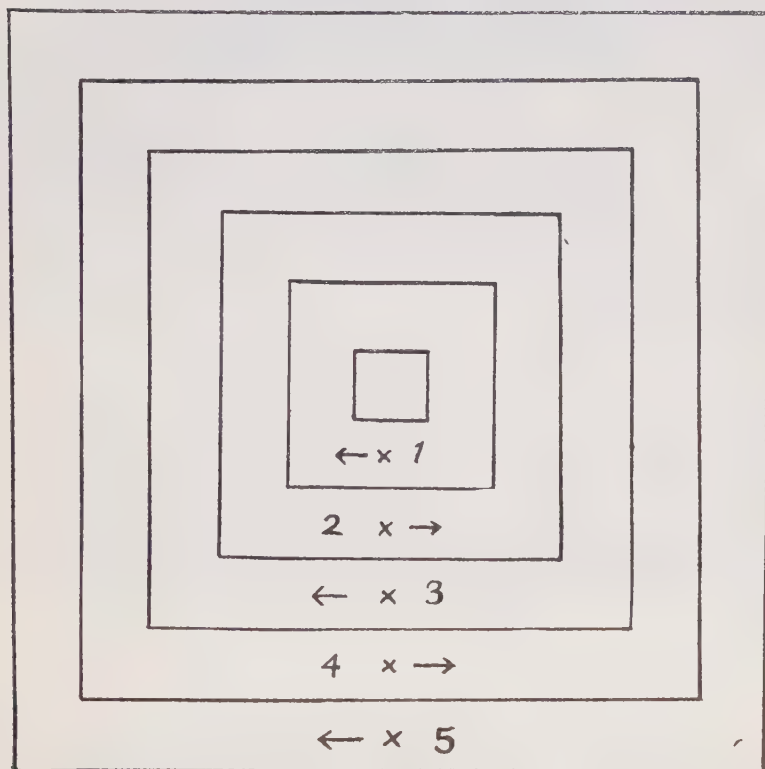
Score.....

4

COORDINATION TEST

SQUARES PUZZLE

Put your pencil on the X in Square No. 1. When the signal is given shut your eyes and move the pencil in the direction of the arrow around the center and back to the cross, without touching the sides of the lane. Wait for the signal for each trial.

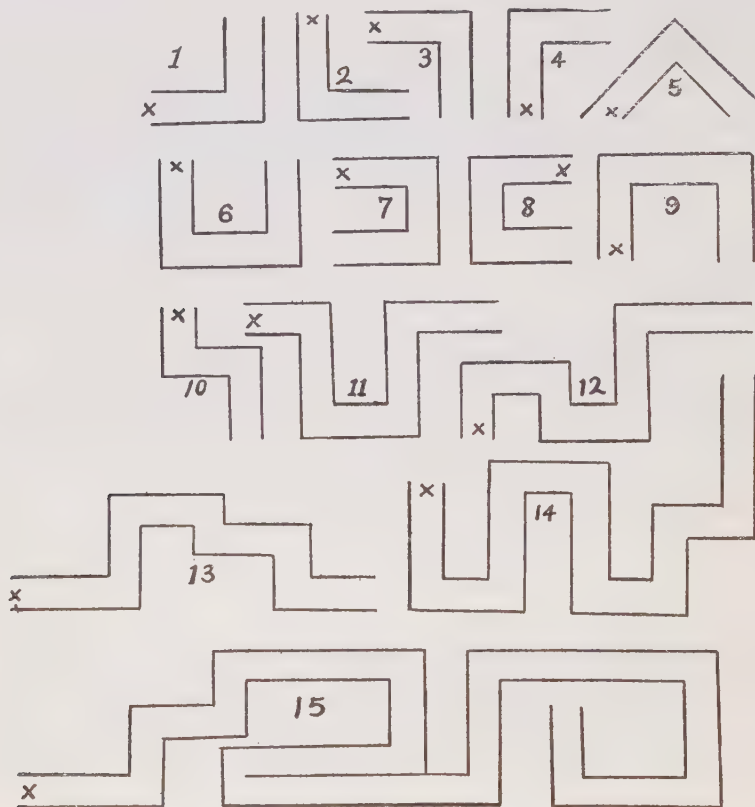


5

COORDINATION TEST

MAZES PUZZLE

Each drawing is called a maze. Wait for the signal for each maze. Each time put the point of your pencil on the X. Then when the signal is given Shut your eyes and move the pencil thru the maze without touching the sides.



6

INFORMATION TEST

In each of the sentences below, you have a choice among four words. Place in the parenthesis at the right the number of the one of these words which makes the truest sentence.

1. Bombay is a city in (1)China (2)France (3)Japan (4)India().....(4)
2. The U. S. School for army officers is at (1)Annapolis
(2)West Point (3)Washington (4)Ithaca().....(2)

3. The Kidneys are in the (1)head (2)chest (3)neck (4)ab-
domen().....(4)
4. Dublin is in (1)Wales (2)Ireland (3)New Zealand
(4)Scotland().....(2)
5. Air and gasoline are mixed in the (1)manifold (2)carburetor
(3)crank-case (4)differential().....(2)
6. Potassium is the name of a (1)chemical element (2)medicine
(3)Greek City (4)Roman City().....(1)
7. Vassar is the name of a (1)cloth (2)College (3)painter
(4)title().....(2)
8. Pongee is a (1)dance (2)food (3)fabrie (4)drink().....(3)
9. Darwin was a writer about (1)science (2)art (3)music
(4)politics().....(1)
10. The Indian Manufacturing Co. makes (1)office-equipment
(2)athletic goods (3)paper (4)motoreycles().....(4)
11. Epaulets are worn on the (1)head (2)hands (3)feet
(4)shoulders().....(4)
12. The Revolutionary War ended about (1)1763 (2)1773
(3)1783 (4)1790().....(3)
13. From Liverpool to London is about (1)200 mi. (2)400 mi.
(3)600 mi. (4)800 mi.().....(1)
14. Hannibal is the name of a (1)general (2)king (3)prize
fighter (4)river().....(1)
15. The Basques lived in (1)France (2)Italy (3)Greece
(4)China().....(1)
16. The Ayrshire is a kind of (1)fowl (2)fruit (3)cattle (4)fish().....(3)
17. Calcium is usually (1)solid (2)liquid (3)gaseous (4)viscous().....(1)
18. Light travels in lines that are (1)jagged (2)parallel
(3)straight (4)wavy().....(3)
19. A first class batter now averages around (1).300 (2).900
(3).600 (4).100().....(1)
20. The President during the War of 1812 was (1)Hayes
(2)Garfield (3)Madison (4)Polk().....(3)
21. Bromine is (1)odorless (2)tasteless (3)suffocating
(4)exhilarating().....(3)
22. The Baldwin is a kind of (1)fowl (2)cattle (3)fruit (4)fish().....(3)
23. Incandescent lamp filaments are made of (1)wax (2)carbon
(3)copper (4)toluol().....(2)
24. Wesley was famous in the (1)army (2)business (3)church
(4)navy().....(3)
25. One horse-power equals (1)746 Watts (2)1,000 Watts
(3)16½ Watts (4)2.45 Watts().....(1)
26. Steel ships began to be built about (1)1830 (2)1850
(3)1870 (4)1890().....(3)
27. The Percheron is a (1)horse (2)cow (3)sheep (4)goat().....(1)
28. Brahmputra is the name of a (1)flower (2)goddess
(3)language (4)river().....(4)

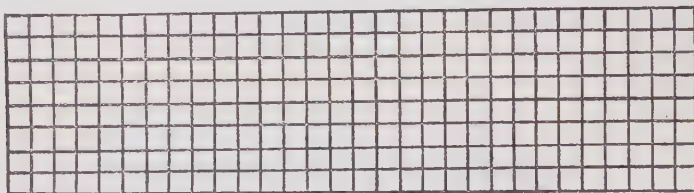
Score.....

7

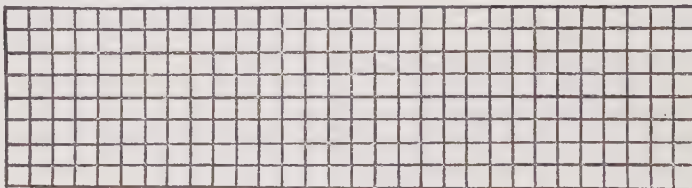
SPEED TEST

When the signal is given see how many dots you can put in the squares below in thirty seconds. Put only one dot in each square. Wait for the signal to start.

First trial—



Second trial—



When the signal is given see how many A's you can underline in forty seconds.

Here is a sample: YTWAPKJAIGT

Wait for the signal and then work as rapidly as you can.

First trial—

GTYUF AUIOK JOUKLARTGEFEWA OKIUJKLPTRWASZKOIUHYTAE
 DSWAFRTEISREWDAYTGVC FRTEDWSA PIKJHYT GFEAWESDBVCX
 ZSAWQDCASDWASZASXCBNAMKUJAMHBAEYASWQARED EW SAU Y
 TH GFRDEWSAUJHYGTRFDEREWSAEUIREWA POIKMAW QUEDXAH
 GBNMAOIUYHJAWERDERAWS ZXADSFVCAHBN GTAYUYTREOIMMJ
 BATREETAOIN SHRDUL UAFMTAOIANHIERWASDFVA POIUYAJHA
 SFGYTREAWAECXDZDWSRTYREWEWQATYTREF DEW SEAWS DFLK
 JMN AITIUYTRF VCHDAER WSDCXZSETRUO JKHYAXCNMKLJHIU
 GAREDSKJNBGATRED SWERTY GFDSWIWAQZXCVFD REWSATYULK
 JANHYTRF EATDEW SAWED SUYAGFTRETREFDSWESEWSA

Second trial—

ATDEW SAWEDSUYAGFTRETREFDS WESEWSAREFCX AREWADSYH
 GBVASFRYTGFCD REWQZ DW SRTYREWEWQATYTREFDEWSEAWS
 FLKJGFDSWAQZXCVFDREWSATYULKJANHYTR FE OIMMJB ATRES
 AETAOINSHRDLUAOFMTAOIN HIERW AS DFVAPOIUYAJHASFGYTR
 EAWAECXDZ SAEUIRE WAPOIKMAWQEDXAHGBNMAOI UYHJAWER
 DERAWSZXADSFVC AHBNGTAYUYTREDCASDWASZASXCBNAMKUJA

MHB BAEYASWQAREDEW SAU YTHGFRDEWSAUJHYGTRFDEREWD
 EWDSXZCVYUTERWREDARREFSWAUYTHGFRTEDWS A PIKP JHTG
 F EAWES DBVCXZSAWQ WASZKOIUHYTAEDSWAFRTEISREWDAYT
 GVCPTYUFAUIOKJOUKLARTGFEWAOKIUJKLPTRWASZKOIUHY

When the signal is given see how many 4's you can underline in forty seconds.

Here is a sample: 7942674

Wait for the signal and then work as rapidly as you can.

9974546 4038746 9085406 5332409 6849072 9247803 9760764 5068324 9484054 9641425
 8765946 2579407 7763076 6548978 5421975 9247803 9760764 5068324 8496401 4069434
 8532464 6430952 3214914 6078524 6936421 6575432 5432646 5326787 5924634 4391442
 5643567 9874563 4532757 5432789 5343289 6578932 3486540 7564203 4449668 1433494
 4532769 7084068 5223940 6497003 2640842 4970597 2266975 3426840 4639445 7498803
 5987643 1595264 7594703 8694821 1908584 5388694 6970451 9074006 8649001 4718934
 8654323 5786403 2085401 1236790 4075496 5324966 5850742 3686941 1564743 6498512

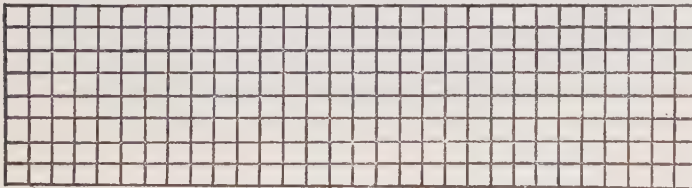
8

Second trial—

5643567 9874563 4532757 5432789 5343289 6578932 3486540 7564203 4449668 1433494
 4532769 7084068 5223940 6497003 2640842 4970597 2266975 3426840 4639445 7498803
 5987643 1595264 7594703 8694821 1908584 5388694 6970451 9074006 8649001 4718934
 8654323 5786403 2085401 1236790 4075496 5324966 5850742 3686941 1464743 6498512
 1567342 8479079 4758698 7633194 7542570 9075320 7490757 8649678 6497841 3946873
 6943679 9874561 8732468 7084479 2579861 6397534 9870548 2036540 3459748 4923041
 2356554 7589421 3698096 4665592 3574940 1236468 9754731 7894013 4140534 1242345

The first two trials were for practice. Now, we will have the real speed test in making dots. Wait for signal.

Third trial—



Now count your dots and put down your score. Score.....

The first two trials in underlining A's were also for practice. Now, we will have the real speed test. Wait for the signal.

Third trial—

FRTEDWSAPIK JHYTGFEAW ESDBVCXZSA WQWASZKOIUHYTAEDS
 WAFRTEISREWDAYTGVCREDEWS AUythGFRDEWSAUJHYGTRFDER
 EWDEWDS XZCVYUTERWRED ARREFSWAUy THG JAWERDERAWS Z
 XADSFVC AHBNGTAYUYTR E DCASDWASZASXCBNAMKUJAMHBAE
 YASWQAERW ASDFVAPOIUyAJHASFGYTREAWAECXDZ SAEU IREW
 AP OIKMAWQUEDXAHGBN MAOIUYH MNAIUYTRFVCHDAERWSDCX
 ZSETRUOJKHYAOIMMJBATREETAOINSHRDLUA OFMTAOITAN H MI

GFDSWAQZXCVDREWSATYULKJANH Y TRFE XCNMKJL HIOUGARE
D SKJNBG ATREDSWERTYREFC XAREWADSYHGBVASFRYTGFCDRE
WQZATDEWSAWEDSUYAGFTRETREFD SWES EWSA

Now, count the A's you have underlined and put down your score.

Score.....

We are now ready for our real speed test in underlining 4's. Wait for the signal.

Third trial—

5643567 9874563 4532757 5432789 5343289 6578932 3486540 7564203 4449668 1433494
4532769 7084068 5223940 6497003 2640842 4970597 2266975 3426840 4639445 7498803
5987643 1595264 7594703 8694821 1908584 5388694 6970451 9074006 8649001 4718934
8654323 5786403 2085401 1236790 4075496 5324966 5850742 3686941 1564743 6498512
1567342 8479079 4758698 7633194 7542570 9075320 7490757 8649678 6497841 3946873
6943679 9874561 8732468 7084479 2579861 6397534 9870548 2036540 3459748 4923041
2356554 7589421 3698096 4665592 3574940 1236468 9754731 7894013 4140534 1242345

Count the 4's you have underlined and put down your score.

Score.....

APPENDIX C

HOME WORK SHEET

WORD KNOWLEDGE TEST

Student's Name.....

Without the use of a dictionary or help from anyone, see how many of the following words you can define. There are forty words in the list. Following each word are five suggested definitions. In the parenthesis at the right side of each, place the number of the word you think is the best definition. If you are not sure leave it blank.

Sample: A. Beast (1)afraid (2)words (3)large (4)animal (5)bird(4)

B. Baby (1)cradle (2)mother (3)little child (4)youth (5)girl(3)

In sample A, **animal** means most nearly the same, so the figure 4 is written in the parenthesis at the end of the line.

BEGIN:

1. article (1)magazine (2)bit (3)thing (4)painting (5)gift()
2. date (1)class (2)age (3)condition (4)time (5)century()
3. different (1)not the same (2)quarrelsome (3)better (4)complete
(5)not here()
4. value (1)payment (2)account (3)desire (4)worth (5)money()
5. avenue (1)justice (2)arrival (3)street (4)jury (5)library()
6. array (1)energy (2)bright (3)draw up (4)list (5)garland()
7. artificial (1)artistic (2)general (3)gorgeous (4)not natural
(5)expensive()
8. behave (1)act (2)own (3)keep still (4)enable (5)entitle()
9. bruise (1)fling (2)halt (3)blunder (4)voyage (5)injure()
10. cargo (1)load (2)small boat (3)hem (4)draught (5)vehicle()
11. aurora (1)gold (2)aura (3)lineament (4)dawn (5)malady()
12. bedding (1)small plants (2)bed clothes (3)sleeping (4)lounge
(5)kennel()
13. blizzard (1) a bird (2)ogre (3)snowstorm (4)pamphlet (5)liver()
14. capricious (1)passive (2)eager (3)valuable (4)opportune
(5)fickle()
15. concur (1)agree (2)race (3)mongrel (4)pounce (5)ramble()
16. condescend (1)overpower (2)stoop (3)brilliant (4)prosecute (5)dis-
mount()
17. contact (1)tactful (2)hate (3)injunction (4)touch (5)oversight()
18. blockhead (1)piece of wood (2)jackal (3)dundee (4)pulley (5)hob-
goblin()
19. caprice (1)value (2)a star (3)grimace (4)whim (5)inducement()
20. Co. (1)company (2)collect (3)cargo (4)coupon (5)contrary()
21. devoid (1)free from (2)avoid (3)go down (4)moody (5) mental()

22. enumerate (1)enlarge (2)modernize (3)numerous (4)misplace
(5)count ()
23. treatise (1)present (2)treaty (3)plaint (4)essay (5)recital ()
24. gazette (1)gauze (2)ravine (3)newspaper (4)puppet (5)antelope .. ()
25. hindrance (1) competition (2) hindquarter (3) pretext (4) mis-
demeanor (5) obstruction ()
26. acrid (1)insipid (2)dry (3)bitter (4)morbid (5)sandy ()
27. acquittance (1)aqueduct (2)confession (3)dispensation (4)release
from debt (5)protestation ()
28. brusque (1)unfair (2)scrupulous (3)brush (4)cruel (5)abrupt..... ()
29. chintz (1)cotton cloth (2)stained glass (3)contraband (4)bric-a-
brac (5)pelf ()
30. disembark (1)unearth (2)go ashore (3)dislodge (4)disparage
(5)strip ()
31. edification (1)conversion (2)fortress (3)sacrilege (4)instruction
(5)penitence ()
32. fortuitous (1)enduring (2)resolute (3)accidental (4)fortunate
(5)unbecoming ()
33. gamut (1)paunch (2)urchin (3)exhausted (4)range (5)varlet ()
34. habitant (1)dotard (2)retainer (3)inhabitant (4)customary
(5)envious ()
35. ibis, (1)stork (2)bourn (3)ibex (4)the same (5)that is ()
36. knavish (1)shrewd (2)niggardly (3)saturnine (4)dishonest
(5)petulant ()
37. maize (1)morass (2)mist (3)tillage (4)cotton cloth (5)corn ()
38. nectarine (1)bouillon (2)a fruit (3)a jewel (4)a drink (5)diurnal ()
39. pannier (1)flag (2)ruff (3)basket (4)tinker (5)tome ()
40. rancor (1)obesity (2)chance (3)resentment (4)rot (5)perturbation ()

BE SURE YOUR NAME IS AT THE TOP OF YOUR PAPER

Copyright, 1927, Institute of Educational Research, Teachers College, Columbia University, New York. Reproduced under direction of the Institute of Character Research, State University of Iowa for experimental purposes.

APPENDIX D

PUPIL DATA SHEET

Name..... School.....

Grade Date.....

Answer the questions by underlining "Yes" when you mean "yes" and by underlining "No" when you mean "no".

1. Did you ever cheat on any sort of test?Yes No
2. Have you cheated on such tests more than once?Yes No
3. Do you remember taking some tests a short time ago by a person
not your teacher?Yes No
4. Do you remember taking one of these tests home with you to do
at home?Yes No
5. Did you actually do this test all alone without getting help on it? Yes No
6. If you did get help, was it from some person?Yes No
7. Or was it from a book or dictionary?Yes No
8. Did you understand at the time that you were not to get help
in doing the test?Yes No
9. On some of these tests you had a key to correct your paper by.
Did you copy any answer from the keys?.....Yes No
10. Do you think that to do so is really cheating?Yes No
11. On any of these tests did you copy answers from other pupils'
papers?Yes No
12. Do you think that to do so is really cheating?Yes No
13. If you did copy on any of these tests that you took a little while
ago, or receive any help you should not have received, just
why did you do so?.....
14. Have you answered all the questions honestly and truthfully?.....

APPENDIX E

CEI ATTITUDES SA TEST

Form One

Name..... Date.....

School..... Grade.....

Answer the following questions by underlining Yes or No. If your answer is YES, draw a line under YES. If your answer is NO, draw a line under NO.

Please answer every question.

1. Did you ever accept the credit or honor for anything when you knew the credit or honor belonged to someone else?Yes No
2. Did you ever act greedily by taking more than your share of anything?Yes No
3. Did you ever blame another for something you had done when you knew all the time it was your fault?Yes No
4. Do you usually report the number of a car you see speeding?.....Yes No
5. Do you always preserve order when the teacher is out of the room? Yes No
6. Do you report other pupils whom you see cheating?.....Yes No
7. Did you ever pretend to understand a thing when you did not?....Yes No
8. Have you ever disobeyed any law of your country or rule of your school?Yes No
9. Do you speak to all the people you are acquainted with, even the ones you do not like?Yes No
10. Do you usually call the attention of people to the fact that you have on new shoes or a new suit or dress?Yes No
11. Are you always on time at school or for other appointments?Yes No
12. Do you always smile when things go wrong?Yes No
13. Do you usually pick up broken glass in the street?Yes No
14. Do you stick with your gang even when they go wrong?.....Yes No
15. Do you usually sneeze whenever you feel like it?Yes No
16. Did you ever take anything (even a pin or button) that belonged to someone else?Yes No
17. When you see other children fighting, do you stop them?Yes No
18. Do you always obey your parents cheerfully and promptly?Yes No
19. Do you always accept the decisions of the umpire without question?Yes No
20. Even when others will not play your way, do you keep on playing anyway?Yes No
21. Do you try to take an interest in some things you do not like?Yes No
22. Did you ever say anything about your teacher that you would be unwilling to say to her face?Yes No

23. Did you ever feel that you would like to "get even" with another person for something he had done?Yes No
24. Do you often give away anything which is very dear to you or which you have obtained at a sacrifice?Yes No
25. Did you ever pretend that you did not hear when someone was calling you?Yes No
26. Did you ever hurt or cause pain to a dog, cat, or other animal?Yes No
27. Do you go to church and Sunday school every Sunday?Yes No
28. Do you read the Bible every day?Yes No
29. Do you keep a diary regularly?Yes No
30. Were you ever rude or saucy to your parents or teacher?Yes No
31. Do you usually pick up papers and trash that others have thrown on the schoolroom floor?Yes No
32. Do you usually correct other children when you hear them using bad words?Yes No
33. Did you ever do any work on Sunday or go to the movies or a baseball game on Sunday?Yes No
34. Did you ever break, destroy, or lose anything belonging to someone else?Yes No
35. Did you ever tell on another child for something wrong he had done?Yes No
36. Do you always do today things that you could put off until tomorrow?Yes No

CEI ATTITUDES SA TEST

Form Two

Name..... Date.....

School..... Grade.....

Answer the following questions by underlining YES or NO. If your answer is YES, draw a line under YES. If your answer is NO, draw a line under NO. Please answer every question.

1. Do you always apologize when you have been rude or discourteous?Yes No
2. Did you ever accept the credit or honor for anything when you knew the credit or honor belonged to someone else?Yes No
3. Do you always care for the property of others even though it has not been placed in your care?Yes No
4. Did you ever act greedily by taking more than your share of anything?Yes No
5. Did you ever blame another for something you had done when you knew all the time it was your fault?Yes No
6. Do you throw waste paper on the floor when there is no waste paper basket handy?Yes No
7. Have you ever disobeyed any law of your country or rule of your school?Yes No
8. Are you always on time at school or for other appointments?Yes No

- | | | | |
|-----|---|-----|----|
| 9. | Do you adways congratulate your opponents? | Yes | No |
| 10. | Do you usually "give in" when others are against you? | Yes | No |
| 11. | Did you ever carve your name on your desk? | Yes | No |
| 12. | Did you ever write your name in the books you use which belong
to school or library? | Yes | No |
| 13. | Do you always sing when others are singing? | Yes | No |
| 14. | Do you usually pick up broken glass in the street? | Yes | No |
| 15. | Do you usually report to the police the numbers of cars you see
speeding in the city streets? | Yes | No |
| 16. | Do you always finish your work before your play? | Yes | No |
| 17. | Did you ever take anything (even a pin or button) that belonged
to someone else? | Yes | No |
| 18. | Did you ever say anything about your teacher that you would be
unwilling to say to her face? | Yes | No |
| 19. | Do you always keep every secret that you promise to keep? | Yes | No |
| 20. | Do you keep quiet when older persons are talking? | Yes | No |
| 21. | Do you leave the table hungry always? | Yes | No |
| 22. | Did you ever feel that you would like to "get even" with an-
other person for something he had done? | Yes | No |
| 23. | Did you ever pretend that you did not hear when someone was
calling you? | Yes | No |
| 24. | Did you ever hurt or cause pain to a dog, cat, or other animal? | Yes | No |
| 25. | Do you give something to every begger who asks? | Yes | No |
| 26. | Do you usually correct another pupil when you hear him using
bad grammar? | Yes | No |
| 27. | Do you spend some time each day acquiring a liking or taste for
good music, fine art, and good literature? | Yes | No |
| 28. | Do you pray at least once a day? | Yes | No |
| 29. | Do you ask others to join your Sunday School? | Yes | No |
| 30. | Were you ever rude or saucy to your parents or teacher? | Yes | No |
| 31. | Do you usually pick up papers and trash that others have thrown
on the schoolroom floor? | Yes | No |
| 32. | Do you usually correct other children when you hear them using
bad words? | Yes | No |
| 33. | Did you ever do any work on Sunday or go to the movies or a
baseball game on Sunday? | Yes | No |
| 34. | Did you ever break, destroy, or lose anything belong'ng to some-
one else? | Yes | No |
| 35. | Did you ever tell on another child for something wrong he had
done? | Yes | No |
| 36. | Do you always do today things that you could put off until to-
morrow? | Yes | No |

APPENDIX F

MALLER SPEED AND FREE CHOICE TESTS

Score

Do each example as you come to it, moving across the page from left to right.

2	8	2	5	8	4	2	7	3	8
3	4	5	9	3	5	6	5	9	9
—	—	—	—	—	—	—	—	—	—
8	2	9	6	7	3	4	6	3	8
2	9	2	4	9	5	2	9	6	7
—	—	—	—	—	—	—	—	—	—
2	5	4	6	3	6	4	8	9	5
7	8	3	8	7	5	7	9	4	7
—	—	—	—	—	—	—	—	—	—
2	6	2	4	6	6	2	8	4	3
6	3	3	7	5	8	7	7	7	6
—	—	—	—	—	—	—	—	—	—
9	4	7	9	8	4	8	5	6	7
3	2	6	5	6	3	2	3	2	6
—	—	—	—	—	—	—	—	—	—
8	9	7	3	2	6	2	6	7	4
5	7	3	9	8	4	9	7	2	9
—	—	—	—	—	—	—	—	—	—
5	9	2	4	7	5	8	3	4	3
7	2	5	8	3	9	9	2	5	8
—	—	—	—	—	—	—	—	—	—
9	5	3	9	3	5	5	7	6	5
6	6	7	3	4	8	4	8	9	2
—	—	—	—	—	—	—	—	—	—
2	3	9	4	7	9	5	4	7	2
4	5	4	6	9	8	6	8	5	3
—	—	—	—	—	—	—	—	—	—
9	6	3	8	8	7	5	8	6	7
6	3	8	4	7	4	2	3	4	2
—	—	—	—	—	—	—	—	—	—

APPENDIX G

MONEY VOTE TEST

DIRECTIONS

Do you think our class will get a prize? We might. If we do, what shall we do with it? Let's take a vote now just to see what everyone thinks he would like the class to do with the money in case we win a prize. I have some slips of paper here showing ways of spending the money. Write your name on the slip and then mark 1 what you like to do with the money. Mark 2 your second choice. Mark 3 your third choice. Mark 4 your fourth choice and mark 5 your fifth choice.

Ballot

Name.....

Class.....

.....Give all the money to the boy or girl scoring highest in the test.

.....Buy something for our school, such as bats, balls, skipping ropes, a big picture.

.....Buy something for the room, such as a picture, a globe of goldfish, some plants.

.....Divide the money equally among the members of the class.

.....Buy something for some hospital child or some family needing help or some other philanthropy.

APPENDIX H

SIMS SCORE CARD FOR SOCIO-ECONOMIC STATUS

Form C

Published by the
Public School Publishing Co.

Bloomington, Illinois

Copyright 1927 by the Public School Publishing Co., Bloomington, Ill.
Printed in U. S. A.

Score.....

- 1 Name
- 2 Age..... Years and..... Months
- 3 Grade..... Date.....
- 4 Have you spent two years in any grade?..... If so, what grades?.....
- 5 Have you skipped any grades?..... If so, what grades?.....
- 6 Home address: City..... State.....
- 7 How many years have you lived in this town?.....
- 8 Have you attended schools in any other towns?..... If so, name them
- 9 Name of your School.....

Don't answer any of the questions below until you are told what to do.

If you have brothers or sisters in this school, write their names and grades on these lines:

Name Grade

Name Grade

In the Following Questions Underline the Correct Answer:

Are you a **Boy?** a **Girl?** (Underline correct answer)

Are you living at home with your parents?.....**Yes** **No**

Are you living in the home of someone else, such as a relative,
adopted parent, guardian, etc?.....**Yes** **No**

Are you living in an institution, such as an orphan asylum or a
home for children?**Yes** **No**

Underline the Right Answer

1. Have you a telephone in your home?.....**Yes** **No**
2. Is your home heated by a furnace in the basement?.....**Yes** **No**
3. Do you have a bathroom that is used by your family alone?.....**Yes** **No**
4. Do you have a bank account in your own name?.....**Yes** **No**
5. Did your father go to college?.....**Yes** **No**
6. Did your mother go to college?.....**Yes** **No**
7. Did your father go to high school?.....**Yes** **No**
8. Did your mother go to high school?.....**Yes** **No**

9. Does your mother (or the lady of the home in which you live) regularly attend any lecture courses of which you know?.....Yes No
10. Do you have your own room in which to study?.....Yes No
11. Do you take private lessons in music?.....Yes No
12. Do you take private lessons in dancing?.....Yes No
13. Does your mother belong to any clubs or organizations of which you know?.....Yes No
If you know of any, write the name of one of them on this line (.....)
14. Do you belong to any organizations or clubs where you have to pay dues?Yes No
If you do, write the names of the organizations that you belong to on these lines (.....
.....
.....)
15. Does your family attend concerts?
Never Occasionally Frequently
16. Where do you regularly spend your summers?
At Home Away From Home
17. How often do you have dental work done? (Underline only one)
Never When Needed Once a Year Oftener
18. How many servants, such as cook, a housekeeper, a chauffeur, or a maid, do you have in your home?
None One Part Time One or More All the Time
19. Does your family own an auto which is not a truck?
None One Two or More
If your family does own an auto, write the make of the auto on this line (.....)
20. How many magazines are regularly taken in your home?
None One Two Three or More
If any are taken, write the names of three of them—or as many as are taken—on these lines (.....
.....)
21. About how many books are in your home? (Be very careful with this one. A row of books three feet long would not have more than twenty-five books in it.)
None 1 to 25 26 to 125 126 to 500 More
22. How many rooms does your family occupy?
2 3 4 5 6 7 8 9 10 11 12 More
How many persons occupy these rooms?
2 3 4 5 6 7 8 9 10 11 12 More

23. Write your father's occupation on this line (.....)
 Does he own **Part All None** of his business? (Underline)
 Does he have any title, such as president, manager, foreman,
 boss, etc.? **Yes No**
 If he does have such a title, write it on this line (.....)
 How many persons work for him? (Underline the right number)
None 1 to 5 5 to 10 More Than 10

Total Credits ÷ No. Answered = Score

APPENDIX I

TEACHERS' RECORD OF CHARACTER TRAITS

Arranged by PLEASANT R. HIGHTOWER
Institute of Character Research
University of Iowa

INSTRUCTIONS FOR MAKING TEACHERS' RECORD OF CHARACTER TRAITS

Be as accurate as possible. Do not permit likes and dislikes to influence you in the least. Each person's record must be made definitely on conduct. In both positive and negative traits people whose conduct is highly satisfactory are to be graded superior or (4), and those whose conduct is highly unsatisfactory are to be graded very poor or 0. In all probability, there will be only a few representing these extremes. The majority will come between the two.

Below is a list of pupils in the High School. Cross all of those that you have had no opportunity to observe. Across the top of the chart are 12 positive traits and 12 negative traits. Grade each of the pupils you know on all the items.

Grade positive traits thus:

Superior	4
Good	3
Average	2
Poor	1
Very Poor	0

Grade negative traits thus:

Superior	4
Good	3
Average	2
Poor	1
Very Poor	0

IOWA STUDIES IN CHARACTER

Volume I

- No. 1. World Citizenship *James C. Man*
- No. 2. The Measurement of Character and Environmental Factors Involved in Scholastic Success *Frank K. Shuttleworth*
- No. 3. The Study of Religion in State Universities *Herbert Leon Searles*
- No. 4. Untruthfulness in Children: Its Conditioning Factors and its Setting in Child Nature

Volume

No.

Date Due

No.

BA 7 54

SEP 14 1962

No.

~~GTU B 7 23~~

11-8-73 ILL

No.

Volume

No.

arl G. Lo.

No.

coe Hightower

No.

W. Beiswanger

No.

ol
on



Photomount
Pamphlet
Binder

Gaylord Bros., Inc.
Makers
Stockton, Calif
PAT. JAN. 21, 1908

GTU Library



3 2400 00713 3220

Hightower, Pleasant R. PV53.5
I09
v.3,no.2

GTU Library
2400 Ridge Road
Berkeley, CA 94709
For renewals call (510) 649-2500
All items are subject to recall

